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ABSTRACT

General behavioral objectives are listed for both junior and senior high level educables; unit and lesson plans on job safety and budgeting are provided; a unit on voice and diction is included. Over half of the document presents behavioral objectives, arranged according to general objectives, and lists terminal behavior, communicative and functional skills, subject areas, suggested methodology, and materials. (JD)

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F O R T E A C H E R S O F

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Summer, 1969

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This curriculum outline was developed in an eight week summer workship in 1969. The members of the committee who formulated the guide were:

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PREFACE

The increase in numbers of children being identified and classified as Educable Mentally Retarded has established the need for a program for these children which will provide a long range developmental sequence of skills and knowledge that will prepare them for the real world. We are faced with the obligation of developing a program that will successfully carry them from the first through the twelfth grades and into their vocational and social life. We need to prepare these children in four areas of adequacy; Personal, Social, Academic, and Vocational.

It was our aim to establish a curriculum development set-up in a fashion which would allow for change as time and experience warrant. Teachers in the field are often the best sources of methodology and materials. We hope you will contribute your ideas to this work.

Your envolvement in the development of this curriculum is highly sought. We have established the form which is to be followed, that is, stating the objectives in behavioral terms. This in itself has proven to be an invaluable lesson for us. Behavioral objectives strive to present in a simple, clear, and readily understandable terms the specific objective the student should be able to reach somewhere in his learning continuum. Since behavioral objectives lend themselve quite easily to the academic areas of learning, this presented no problem. The social skills, however, are often difficult to present so as to meet the criteria for behavioral objectives. In some instances, we have placed social skills in terminal behavior. Terminal behavior is defined as that behavior which is a logical outgrowth and culmination of previous objectives.

You will find that much of our methodology is relevant to the objective, but you will also find that you have some ideas which better serve the objective. Our methods are suggested; your are sought by us to increase the functioning of all teachers. More and more, we are realizing the validity of the statement that all children are individuals. Methodology needs to change with the individual child, class, and teacher. The more methods we have, the better we can implement these objectives.

Materials are also presented, but again in a relatively brief outlined manner. You again are the individuals who produce and recognize usable materials. Please share these with others. It is part of your responsibility toward all children to share ideas and materials with others in the field.

We have establised the ground work for this guide. We have set up a continuum for development. We have established behavioral objectives as our method of presentation. This has been no small task. We now need your cooperation and knowledge. The students who are seeking guidance and help from all of us are in need of your help.

THE 1969 WRITING COMMITTEE

PHILOSOPHY OF EDUCATION

WE BELIEVE

THAT the guardianship of public education is a trust and an obligation. That the goals of education are fundamentally the goals of a democracy and an introduction into the workings of a republic. In a deeper sense by affording full recognition to our republic we are acknowledging the duty, discipline, and responsibility demanded of all citizens.

THAT members of the Board of Public Instruction are elected representatives of the people to whom the schools belong.

THAT the Board of Public Instruction is a policy-making body responsible for financing quality education, evaluating the total school program, and communicating with their sovereign peers--namely, the people.

THAT the Superintendent and his staff are the executive officers of this school system and their responsibility is to make recommendations to the Board of Public Instruction and carry out Board policy.

THAT we are living in an ever-changing world and that education must be subject to change to meet the challenges of today and tommorrow.

THAT the quality of education in our school system is directly related to the quality of our teachers and to the financial support of the people.

THAT teaching is a profession and that our teachers, accordingly, should be dealt with as professionals and the proper environment shojld be provided in our system so that the talents of our teachers may be fully realized.

THAT noninstructional personnel are a vital part of our total school program and that their services should be rewarded commensurate with their abilities.

THAT an active and purposeful school program must be directed toward the common needs of all youth regardless of race, religion, or socioeconomic status and that we recognize and must consider the unique differences and needs of each individual.

THAT pupils are the most important resource in our school system and that we have a definite responsibility to make available to them opportunities to develop the skills, habits, attitudes and character traits essential to rich personal living which will enable a sound choice of and effective participation in a vocation, a concept of human relationships based on mutual recognition of common interests and produce responsible, contributing citizens.

THAT education is a local function, a state responsibility, and a national concern.

PURPOSE

In Palm Beach County it is the purpose of the Board of Public Instruction to understand and provide for the needs of every child. In order to provide continuous teaching of the basic skills and tools of learning, we will make available a wide range of learning experiences.

By so doing, we will stimulate the intellectual curiosity, promote the intellectual inquiry, and develop rational powers and analytical thinking to effect continuous learning on the part of every boy and girl throughout his lifetime.

We will provide for children according to their varying needs, interests, abilities and levels of learning capacities.

By cooperating with the home, church, and other community agencies, we will do our best to develop each child to his ultimate physical, social, moral, spiritual and mental potential.

We herein dedicate our efforts to develop citizens who are effective in a democratic society as embodied under our republican form of government and in our American way of life.

INTRODUCTION

JUNIOR AND SENIOR HIGH SCHOOL

It can be said that all education is the process of survival training. We learn what we need to know to survive in our society on a level which either we set for ourselves, or which has been set for us by society at large. The greater the pressures of society, the greater the need for survival, the more we are in need of functional educational programs.

The E.M.R. child especially needs this "survival training". By adjusting our aims and curriculum to suit his special needs, we are, in essence, giving him an opportunity to rehearse for life situations. From past experience we can readily see that these children can survive and florish under a variety of circumstances.

The curriculum we have set forth in this section is by no means complete or definitive. It is a direction to be followed which we feel will benefit the children. Your assistance and cooperation is needed to continue what we have started. During the time you use this guide, we urge you to make additions, revisions, and deletions. Change for the better can only be brought about through cooperative effort.

As previously stated, this guide has been established on the basis of behavioral objectives. On the junior and senior high school levels, it is the intention of the guide to provide a basis of instruction which will prepare the student for an active, participating, and contributing membership in his community. The behavioral goals emphasize personal development, social responsibility, academic achievement, and vocational competency. It is the responsibility of the Occupational Education teacher in the high school setting to plan a schedule for each student which will allow for the Occupational Education class and off-campus work to be fitted into the toal program.

GENERAL OBJECTIVES
(Junior High Level)

A pupil who has completed the Junior High should exhibit the following:

1. The student should be able to distinguish and interpret environmental signs pertinent to his health and safety.

2. The student should show an awareness of an an ability to adjust to his body's physical needs.

3. The student should be able to select appropriate apparel and to manifest acceptable manners in social, academic,and vocational situations.

4. The student should demonstrate an awareness of time judgement for a variety of time spans.

5. The student should be able to demonstrate an awareness with regard to punctuality.

6. The student should become familiar with a variety of techniques for communicating thoughts necessary for his physical, mental, and emotional well-being.

7. The student should show an awareness of his rights, privileges and responsibilities as an active member of the home, school and community.

8. The student should demonstrate an awareness of the responsibility for self-assumed and group tasks and should exhibit an appreciation for the value of cooperative activity.

9. The student should be able to follow oral and written instructions involving directionality.

10. The student exhibit a knowledge of functional mathematics.

11. The student should demonstrate an awareness of people and agencies available for his well-being.

12. The student should demonstrate an interest in and a use of leisure time.

GENERAL BEHAVIORAL OBJECTIVES
(Senior High)

1. The student will demonstrate a functional use of the means of communication.
2. The student will demonstrate the ability to complete essential forms and applications necessary to our data-oriented society.
3. The student will demonstrate functional arithmetic skills necessary to practical living in our society.
4. The student will exhibit a functional knowledge of the techniques of seeking and holding a job.
5. The student will cooperate with advisors and co-workers.
6. The student must be able to accept criticism and/or direction from his employer and/or those in authority.
7. The student exhibits a working knowledge of consumer techniques.
8. The student should be able to perform consistently and accurately in relation to time judgment for a variety of time spans.
9. The student shall demonstrate the ability for involvement in his expanding and changing world.
10. The student shall be able to demonstrate positive techniques of social interaction.
11. The student shall demonstrate the utilization of established avocational activities.

HEALTH AND SAFETY UNIT

SAFETY IS YOUR JOB

I. Introduction

The need for safety is always present. Safety is the responsibility of every one in the home, school, and community.
In teaching safety, we must empahsize the positive factors in our daily living. We must guard against instilling fear; instead, we must create desirable habits and attitudes that help students become responsible citizens working for their own safety as well as the safety of others.

II. PURPOSE

Safety is studied for the protection of ourselves and others and to avoid injury, loss of life or loss of property.

III. GENERAL OBJECTIVES

1. The student should be able to distinguish and interpret environmental signs pertinent to his health and safety.
2. The student should demonstrate an awareness of people and agencies available for his well-being.
3. The student should be able to follow oral and written instruction involving directions.
4. The student should show an awareness of his rights, privileges and responsibilities as an active member of the home, school, and community.

IV. BEHAVIORAL OBJECTIVES

1. Given a series of twenty pictures which includes ten traffic regulatory signs, the student identifies and names at least seven of the traffic regulatory signs.
2. Given four pictures depicting a funnel cloud, a barometer falling, cracked earth, and a picture of a hurricane warning, the student identifies and names each picture according to the weather conditions it suggests.
3. Given a list of agencies located within the city pertinent to the students well-being the student will locate each of the agencies on a city map. (Social Security Office, Employment Office)

V. METHODS OF APPROACH (the methodology will cover three areas--the home, school, and community)

1. Present to the class flashcards on which are printed each safety caution sign. These cards should be presented in group order. Arrange the grouping according to the following headings:
   a) Common Road Signs b) Common Warning Signs c) Common Signs Placed in Working Situations
2. Have students pronounce each sign as it is presented to them. Encourage discussion as to where each sign is located or any other information the student can give relating his knowledge about the sign.

3. Have the students make a vocabulary listing of each sign.
4. Have the students spell and make short sentences using each word taken from the vocaulary list or dictated by the instructor.
5. Show films or filmstrips on road safety. After each film session, hold a discussion on what was learned from the films.
6. Prepare a bulletin board to go along with the class discussion (i.e., at the time road signs are being discussed, have pictures of the different regulatory signs on the board to be viewed by students). Make the print large to enhance readability.
7. Encourage discussion on topics of safety. The discussion should include:
   a) Fire Prevention in the Home
   b) Preventing Accidents
   c) Making the Home Safe for Children and Adults
   d) Fist Aid in the Home
8. Occasionally practice fire drills and remind students of exits to be used. Review security information provided for the students by the school.
9. Have students familarize themselves with hurricane and security drills.
10. Review rules of caution with students concerning shop area, laboratories, gymnasium and pool. Prepare a list of these rules and have them posted inside the classroom to remind students (in bright colors--appealing to the eye). Prepare copies for each student. See that the student keeps the copies with him every day.
11. Make a listing--with the help of students--of all community agencies and services geared towards our protection (Fire Department, Health Department, Police Department).
12. Using a city map, locate the agencies and/or services. Use colored tacks for markers and plot off each agency. Make sure the city map is large and the writing is done in huge print. (This type of map might have to be hand made by taking a regular city map and having it enlarged about the size of the average bulletin board).
13. Have students locate these agencies by using the telephone directory. Let each student make "memo" booklets of addresses and telephone numbers of these agencies that are nearest his home. Make a directory of agencies to be kept and used in the classroom.
14. Collect pictures of the policeman, fireman, Highway Patrol. Show the pictures to the class and talk about the duties and responsibilities of each.
15. Invite person representing the various agencies and have them relate their experiences to the class, talk about their duties and responsibilities as well as to discuss the responsibility of the student to them.
16. Present to the class pictures depicting a funnel cloud, a barometer falling, cracked earth, and a picture of a hurricane warning. Discuss each picture by talking about the weather conditions it suggests.
17. Have students locate pictures representing the above and discuss the weather condition to which they are related.
18. Visit a weather station and ask the person in charge to discuss instruments used in tracking down weather conditions.

19. Plan visits to other agencies pertinent in helping us maintain our health and safety.
20. Make extensive use of The Florida Driver's Handbook. Have students learn traffic signs in the book.

VI. ACTIVITIES

1. Collect newspaper articles concerning accidents. Discuss the type of accident, how it could have been prevented, the cost of accidents in terms of money, life, property and disabilities.
2. Invite guest speakers.
3. Contact life insurance companies for free bulletins on accidents and accident prevention.
4. Have students survey school, home and community to determine safety hazards.
5. Allow students to give demonstrations showing the correct use of tools, machinery, electrical equipment and knives.
6. Have students draw maps of their immediate community spotting hazardous places and safe routes to school.
7. Have students practice the correct way to report fires, to contact an emergency ambulance, or to notify the police.

VII. MATERIALS

1. METEOROLOGY SERIES

102-1 "Cold Front"	102-4 "Windbelts"	EXCEPTIONAL CHILD
102-1 "Warm Front"	102-5 "Circulation of the Atmosphere"	EDUCATION LIBRARY
102-3 "High and Low Pressure"	102-6 "Layers of the Atmosphere"	TRANSPARENCIES

2. West Palm Beach City Maps (these may be obtained from the Chamber of Commerce)
3. Telephone Directories
4. Colored map tacks
5. Felt pens
6. Large flashcards of safety caution signs
7. Pictures of a funnel cloud, barometer falling, cracked earth, hurricane warning flag up.
8. Pictures of people hired to protect us--firemen, policeman.
9. Construction paper
10. "Health and Safety" - Educational Record Sales
11. Safety Filmstrips - Educational Record Sales
    a. "School Safety"
    b. "Home Safety"
    c. "Play Safety"
    d. "Street Safety"
    e. "Vacation Safety"
    f. "Safety Helpers"
12. Paste
13. Pamphlets from insurance companies
14. Pamphlets from different agencies
15. Graph paper
16. Current newspaper

VIII. Evaluation

Give three tests. Base each test on the behavioral objectives. (See page 1)

LESSON PLANS

UNIT: SAFETY IS YOUR JOB

PURPOSE:

This lesson plan is organized to create desirable habits and attitudes that will help students become responsible citizens working for their own safety as well as the safety of others.

It has been prepared to cover a block period for two days.

The area of concentration will be on the first behavioral objective, "Given a series of twenty pictures which includes ten traffic regulatory signs, the student identifies and names at least seven of the traffic regulatory signs".

Make sure the students understand each step before moving to new ideas or new rules.

INTRODUCTION

1. The teacher will introduce the new unit to the class.
2. The teacher will explain to the class what the unit will cover, and what new experiences she hopes the unit will give to them.
3. The teacher will ask for questions from the students concerning the unit.
4. The teacher will ask the student to give relevant ideas and suggestions that will aid her in teaching the unit.

DAY ONE

1. The teacher will present to the class flashcards on which are printed each safety caution signs. Each time the cards are presented, she will pronounce the names of each sign.
2. The teacher will repeat the above; however, this time the students will pronounce the names with her.
3. The teacher will call on students individually to name the cards as they are shown to them.
4. The teacher will randomly select the cards, show them to the students and call on an individual to name and identify the signs.
5. Once the students have mastered naming and identifying the signs, the teacher will encourage discussion as to where each sign is located or any other information student can give relating his knowledge about the signs.
6. Have students make a vocabulary listing of all signs.
7. Have students to take each word in the vocabulary list and make short sentences using each word taken from the list.
8. Have students look in magazines and find safety signs being discussed. Cut them out and prepare a bulleting board to be used for future reference.

DAY TWO

1. The teacher will write on the chalk board three headings: a. Common Road Signs,

b. Common Warning Signs, C. Common Signs Placed in Working Situation

Have students students select the signs that are to be placed under each of the three headings. Have the students copy the headings along with the signs under each and instruct them to keep a copy in their notebooks for future references.

2. Pass out copies of the Florida Driver's Handbook. Have students to locate traffic regulatory signs in the book.
3. Show selected films or filmstrips concerning the safety signs. Discuss the films.
4. Give the students a series of twenty pictures on a mimeographed sheet. The pictures will consist of twenty pictures of which ten are traffic regulartory signs. The student is given instructions to circle the ten traffic regulartory signs.

JUNIOR HIGH VOICE AND DICTION

(Time approximately one to three weeks) depending on involvement and depth and student ability to grasp material.

Introduction: An expressive voice and clear correct speech are vital assets in all aspects of life. Personnel directors list voice and diction as top priority in meeting the public and sharing ideas.

It is the major objective of this unit to provide an understanding of our voice mechanism, practice in breathing exercises to relax our voice, and constant awareness of our speech in order to improve vocal and speech habits.

The major unit has been divided into five mini-units. These five areas include:

A. VOCAL TRACT

B. BREATH CONTROL

C. VOWEL SOUNDS

D. CONSONANT SOUNDS

E. PRONUNCIATION

The format includes title, terminal objectives, procedures, suggested materials and assessments.

Title: VOCAL TRACT

B.O.: Given a diagram of the vocal tract and a corresponding list of parts, the student names and identities at least five of the following: diaphragm, trachea, larynx, tongue, lips, teeth mouth, nasal cavity, soft and hard palate.

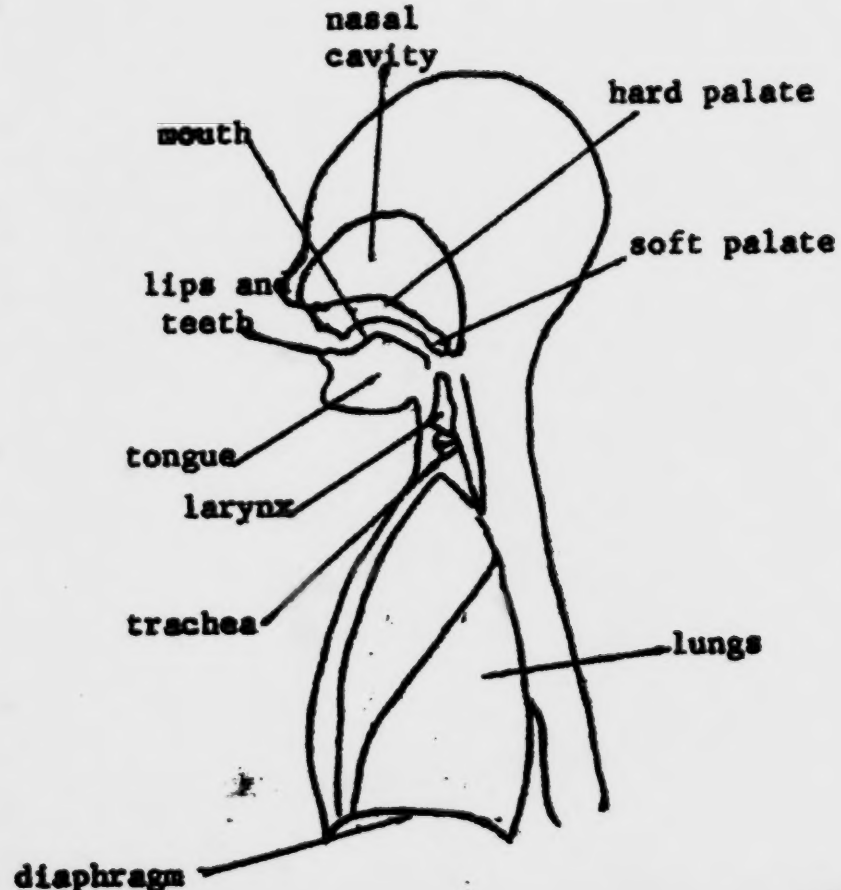
Procedure: Prepare a transparency illustrating a diagram of the vocal tract, including: diaphragm, trachea, larynx, tongue, lips, teeth, mouth, nasal cavity, hard and soft palate.

Present each student with a diagram (mimeographed) of the vocal tract. Place your transparency on the overhead projector. As you point to the parts on the diagram, the student locates and marks them on his mimeographed sheet.

Present an anatomical model to the class: This way the students can see the shape and location of each part in relation to the total body, use the model available from the ITV center or, if you are part of a Senior high, use the one in the biology department.

Suggested Material: Anatomical model, mimeographed sheets outlining vocal tract, overhead projector.

Evaluation: Prepare a test as stated in the Behavioral Objective.



Title: Breath Control

Behavorial Objective: Given a selection with which he is familiar and instructed to read as far as he can on one breath, the student takes a deep breath and reads the selection as far as he can without drawing a second breath.

Procedure: In speech breathing there is a very brief inhalation and a slow, more controlled exhalation period.

Explain and demonstrate the following exercises to the student. Check each child to see if he is performing the exercise correctly.

Have the students practice the following breathing exercise:

1. Place your hands on both sides of your rib cage and pant in quick succession.

2. Stand straight with an easy and well balanced posture. Inhale slowly. Make sure from the feeling under your hands that the whole rib cage is expanding. Then exhale slowly and evenly while you mentally count, gradually increase your count to fifteen seconds. Avoid muscular tension.

3. Yawn freely; acquire the feeling of an open relaxed throat.

4. Let your head fall forward on your chest. Lift it up and back, letting the jaw remain loose. Drop it again and slowly roll the head as though describing a circle.

5. Take in a deep breath, relax your jaw; think of your throat as large and exhale slowly.

Suggested Material: Present each student with a mimeographed sheet for the breathing exercises and a copy of a familiar poem or literature selection.

Assessment: Each student reads orally a selection with which he is familiar as stated in the behavioral objective.

Title: Vowel Sounds

B.O.: Given a passage from "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge, and instructed to read it pronouncing each vowel clearly, the student reads the excerpt giving full value to every vowel sound.

Procedure: The vowel sounds may be classified as front, middle, and back vowels according to the position of the tongue as each is formed.

Provide the student with a mirror, let him see the various positions of his speech organs as he pronounces various vowel sounds in words. For example:

a. feel, fill, fell, fall

b. tea, tin, tan, ton

c. cat, it, at, ought

d. peak, pick, peck, pork

Material: Teacher constructed material, a copy of "The Rime of the Ancient Mariner."

Assessment: Read the excerpt below from the "Rime of the Ancient Mariner" giving full value to the vowel sounds:

"Water, water, everywhere,
And all the boards did shrink.
Water, water, everywhere,
Nor any drop to drink."

Title: Consonant Sounds

B.O.: Given an excerpt from "The Pied Piper of Hamelin" by Robert Browning, and instructed to read it pronouncing each consonant clearly the student reads the excerpt giving full value to the consonant sounds.

Procedure: The consonant sounds are made when air passage is obstructed at some point by the tongue, soft palate or lips.

The consonant sounds are:

PLOSIVE

Voiceless	Voiced	Air is stopped by:
p as in pop	b as in Bob	Lip against lip
t as in tan	d as in dad	Tip of tongue against upper gum ridge
c or k as in came	g as in game	Back of tongue against soft palate

FRICATIVE

Voiceless	Voiced	Air passage narrowed by:
f as in fan	v as in van	Upper teeth on lower lip
s as in bus	z as in buzz	Front of tongue against upper and lower teeth which are almost closed
sh as in sure	zh as in azure	Tip of tongue turned toward hard palate, teeth almost closed
wh as in which	w as in witch	Sounded lips and raised tongue
th as in breath	th as in breathe	Tip of tongue against upper teeth

NASAL

Consonants	Mouth closed by:
m as in manny	Lip on lip
ng as in sing	Back of tongue on soft palate
n as in nina	Tip of tongue on upper gums

Materials: Teacher constructed, a copy of "The Pied Piper of Hamelin." Read the excerpt giving full value to the consonant sounds.

Assessment: "Great rats, small rats, brawny rats,

Brown rats, black rats, gray rats, tawny rats."

Title: Pronunciation

B.O.: Given a list of twenty-five words which are commonly mispronounced and having reviewed diacritical markings as presented in the dictionary, the student looks them up in the dictionary, marks them according to diacritical markings, and pronounces each word correctly before the class.

Procedure: Pronunciation entails the use of correct vowel and consonant sounds in words and the placing of the accent on the stressed syllables.

Review diacritical markings with the students. Present the students with ten words diacritically marked. Explain the markings, then ask the students to repeat pronunciation. Review until students are able to pronounce correctly words given with these markings.

Remind the students that when they look up a word in the dictionary the first pronunciation is preferable, but the others are also in good usage.

Prepare a list of words for pactice in syllable stress.

Suggested material: Teacher and student constructed mimeograph sheets.

Assessment: Present a test as stated in the Behavioral Objective based on the following 25 words.

February	sincerity	desert
with	heroine	dessart
bade	says	banquet
orchestra	women	naive
chauffeur	alias	genuine
coiffure	column	jewelry
been	Italian	fiancee
oil	bouquet	amateur

SENIOR HIGH

UNIT: PREPARING A BUDGET
TIME: 3 WEEKS

I. PURPOSE:

The purpose of this unit is to present to the student the concept of budgeting his income with the knowledge of the items necessary to accomplish a sound budget arrangement. A further aim is to develop in the student the understandings and attitudes conducive to financial responsibility in the real world.

II. BEHAVIORAL OBJECTIVE:

When presented with (1) a model budget which divides a weekly income in terms of percentages into areas of: food, clothing, shelter, medical care, transportation, insurance, entertainment, savings, and miscellaneous, (2) a definite weekly income to work with, the student will develop a budget and determine the amount of money to go into each area as stated in the model, using his total income for the week.

III. TEACHING PRECEDURES:

A. INITIAL MOTIVATING ACTIVITIES

1. Have the students develop a bulletin board display with pictures depicting the variety of ways in which they like to spend their money. The board should be limited to allow for an equal area to be devoted to the teacher's display.
2. The teacher should put on the bulletin board those pictures denoting the necessary expenditures in the real world. These pictures, taken possibly from magazines, should show situations with which the students can identify.
3. Have each student give an oral presentation to the class explaining the items he considers part of his weekly expenditures. These should be listed on the board for further discussion.
4. Develop an information center for pictures, books, and resource materials which are related to the subject of budgeting. Many private companies will send materials on request related to this area. These can be located in the EDUCATOR'S FILE OF FREE AND INEXPENSIVE MATERIALS, or Pepe's book FREE AND INEXPENSIVE MATERIALS.

B. DEVELOPMENTAL ACTIVITIES

1. Present to the class a glossary of terms which will be used in the unit. These should be written down in the student's notebooks. The presentation can be made either on the chalkboard or, if available, an overhead projector. Prepare the transparency in advance, but allow only one term at a time to be shown until the list is complete. Then review the entire list with the class. The list should include:
a. budget b. financial responsibility c. expenditures d. deficit spending
e. credit f. investments and dividend g. consumer h. income-earning

2. Present to the class a chart showing the three major sources of income. These present the major or entire source of money to be budgeted. Allow the students to suggest other means, but indicate that they are not dependable for the sake of establishing a budget. They may, of course, come up with some dependable means, but again do not include them in the budget.
a. vocational activity b. savings on deposit c. investment dividends

3. Develop with the class a list of items which should be included in any budget arrangement. These items are standard, but the students need to think about them and develop the list themselves. a. food b. shelter c. clothing d. transportation e. medical care f. taxes g. savings h. insurance i. entertainment j. miscellaneous

4. Present a basic form for budgeting a weekly income. Develop variations of this form to account for bi-weekly and monthly salary schedules. The form should be presented in terms of percentages and actual income. (See attached form.)

5. Review with the class the concept of fractions and percentages. Allow for remedial teaching on this point. Do not go into any greater detail than is necessary for the understanding and development of functional operations in real situations. Use textbook materials or construct your own which will allow for the study of these points.

6. Give each student a copy of the budget form and have him indicate the areas into which the salary is to be divided. Work out a similiar form on the board or on the overhead projector.

7. Have the class work out an average budget suitable for several different wage levels. Allow for individual differences as far as possible on items such as entertainment, shelter, transportation, and insurance.

8. Assign a specific sum of money to each student. This sum may be the same for all or different for each. The student should use the model the teacher has set up in percentage terms to determine his own budget.

9. Discuss the importance of savings as an integral part of the budget. The student needs to realize the value of establishing money reserves. Present situations in which the student will need money reserve. (i.e., unemployment, lay-offs, emergency medical treatment not covered by insurance, emergency expenditures on home or car.)

10. Present the concept of investment for capital growth and greater income. (letting money work for more money). The areas most open to small investment with little risk should be stressed most. This information can be obtained from a local bank or investment company. Usually a representative will gladly come to speak to a class and give first hand information.

11. Present any available films or filmstrips as a review session covering the unit. See the list of materials for suggested items.

12. Plan a class function which will require the expenditure of money. Assign the class the task of budgeting money for the various items needed. Small groups can each work on a segment of the function. (i.e. food, paper goods, favors or prizes)

C. ASSESSMENT ACTIVITIES

1. Give a short test based on the behavioral objective.

2. Application of the budget to the class function can be considered as a group assesment of the unit.

MATERIALS FOR UNIT ON BUDGET

A. Films	Number	Time	Grade	B/W or C
1. "Story of our Money System"	318	11m	4-9	c
2. "Fred Meets the Bank"	120	15		c
3. "Why Budget ?"	467			
4. "Percentage"	1379	11	7-12	c
5. "Percent in Everyday Life"	319	11	4-9	b/w
6. "What are Fractions?"		12	4-6	b/w
7. "Your Earning Power"	544			
B. Filmstrips				
1. "YOUR BUDGET"	1238	5fs	9-12	
a. "New Look at Budget"				
b. "Your Money's Worth in Shopping"				
c. "Managing your Clothing Dollar"				
d. "Your World and Money"				
e. "Spending our Food Dollar"				
C. Tape				
1. ECONOMIC WORLD OF TEENAGERS	2044		10-12	

D. Miscellaneous Materials

1. Overhead projector
2. Transparencies
3. Chalkboard
4. Bulleting Board
5. Construction paper
6. Filmstrip projector
7. Ditto budget forms
8. Commerical games involving the handling of money (i.e., Monopoly, Let's Make a Deal)

BUDGET FOR THE WEEK OF _____

SALARY _____
OTHER _____
TOTAL _____

ITEMS	BUDGETED AMOUNT	ACTUAL COST	BALANCE
FOOD			
SHELTER			
A. RENT			
B. MAINTENANCE			
CLOTHING			
TRANSPORTATION			
A. COST			
B. MAINTENANCE			
INSURANCE			
TAXES			
MEDICAL CARE			
ENTERTAINMENT			
MISC.			
A.			
B.			
C.			
D.			
E.			
F.			
G.			
TOTAL			
SAVINGS _____			

LESSON PLAN

UNIT: BUDGET
TIME: FIFTY MINUTES

OBJECTIVE: When presented with an explanation of the new unit and asked to be located in magazines provided by the teacher the ways in which he spends his money, the student will locate and cut out at least three such pictures.

PROCEDURE: Upon entering the room the students will be told what the new unit will be. An explanation by the teacher and discussion by the class should follow.

After a short period of discussion, about 15 minutes, the teacher should divide the class into small work groups.

Present the groups with the task of locating pictures (in magazines provided by the teacher) which depict items or means by which the students spend their money. Time for this activity should be about 25 minutes.

Groups return to their seats and each studet in turn shows the pictures he has selected. Limit discussion at this time. The discussion should take place only after all the students have presented their work. Allow about 10 minutes for this.

Assign students the task of mounting their pictures to be posted on the bulletin board so designed for their use.

EVALUATION: Students should each have located at least three pictures. Their assignment will be evaluated as homework for the next day.

MATERIALS: Provide the students with sufficient magazines to allow all to work at the same time.
Provide construction paper for the mounting of the pictures.

JUNIOR HIGH LEVEL

ALPHABETICAL LISTINGS FOR BEHAVIORAL OBJECTIVES

TITLE	PAGE
AGENCIES AND LOCATION	60
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APPAREL AND MANNERS	7, 8
APPROPRIATE APPAREL	9
ARTIFICIAL RESPIRATION	3
CALENDAR NUMBERS	15
CAPITALIZATION	38
CITIZENSHIP - Elections	27
CITIZENSHIP - Symbols	30
CITIZENSHIP - Voting	28
CLASSROOM TASKS	33
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COOPERATIVE ACTIVITY	32
COST COMPARISON	50
DIRECTIONALITY	44
DISEASE PREVENTION	4
EMOTIONS	21
FAMILY LIFE	29
FOLLOWING DIRECTIONS	34
FOUR SEASONS	16
FRACTIONS	53
GEOMETRIC SHAPES	56
GREATER TIME SPANS	18
HEALTH HAZARDS	40
HOLIDAYS	17
LEISURE TIME	62
LISTENING FOR IDEAS	42
LISTENING TO POETRY	43
LIQUID-DRY MEASURES	57
MATH SYMBOLS	47, 48
MEASURING LINE SEGMENTS	54
MEASURING OBJECTS	55
MEASURING TIME	12
MONEY PROBLEMS	49

TITLE	PAGE
MONTHS AND DAYS	14
MULTIPLYING 2 AND 3 DIGITS	51
NAME ARTICULATION	10
NUMERICAL SEQUENCE	45, 46
NUTRITION	5
ORDER FORMS	26
PERSONAL CLEANLINESS	6
READING THE NEWSPAPER	41
RECOGNIZING COMPLETE SENTENCES	39
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SCHEDULING TIME	19
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TABLE OF CONTENTS	37
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THE YELLOW PAGES	36
TIME CONCEPTS	11
TRAFFIC SIGNS	2
TRANSPORTATION SCHEDULES	61
2 AND 3 DIGIT DIVISORS	52
USING COMMAS	25
WEATHER SIGNS	1
WEIGHT MEASUREMENT	58
WORK HABITS	35
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SENIOR HIGH LEVEL

Alphabetical Title Listings for Behavioral Objectives

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COMPARISON BUYING	31
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GROUP COOPERATION	15
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INSURANCE AGENCIES	42, 43
JOB APPLICATIONS	8
JOB SUPPLIES	12
LEADERLESS SITUATIONS	21
LONG DISTANCE MEDIA	1
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NEGATIVE PERFORMANCE	11
OBTAINING A JOB	14
PERSONALITY TRAITS	17
PLACEMENT AGENCIES	10
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SHOPPING VIA ADVERTISEMENT	27, 28
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TAX FILING	4, 5, 41
WAGE RATES	6
WRITTEN COMMUNICATION	2

1. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO DISTINGUISH AND INTERPRET ENVIRONMENTAL SIGNS PERTINENT TO HIS HEALTH AND SAFETY.

BEHAVIORAL OBJECTIVE: Given four pictures depicting a funnel cloud, a barometer falling, cracked earth, and a picture of a hurrican warning, the student identifies and names each picture according to the weather condition it suggests.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Map reading 2. Reading ability 3. Perceptual speed and accuracy 4. Visualization	SOCIAL STUDIES	Present to the class applicable films or filmstrips on climatic conditions. After the students view the film or filmstrips present a discussion. Study weather maps and globes in tracking down hurricans, blizzards and other severe weather conditions. Make use of weather reports listed in local newspapers. Encourage group discussion as to the characteristics of these climatic conditions and protective measures one might take during severe weather conditions. Visit your local weather station. Instruct student to read the weather thermometer. Study clouds descriptive of changing weather conditions.	Weather maps and globes Markers Pupil constructed weather charts Daily newspapers Weather thermometers Films Filmstrips

1. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO DISTINGUISH AND INTERPRET ENVIRONMENTAL SIGNS PERTINENT TO HIS HEALTH AND SAFETY.

BEHAVIORAL OBJECTIVE: Given a series of twenty pictures which includes ten traffic regulatory signs, the student identifies and names at least seven of the traffic regulatory signs.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Recognition 3. Reading ability 4. Spelling ability 5. Memory	SOCIAL STUDIES	Safety precaution signs are presented to the class through the use of visual aids: posters films on safety books Present the visual aids to the class and have students practice the spelling and writing of each sign. Discuss the meaning of each sign to the class. Using the Florida Driver's Handbook, instruct students to recognize signs by shapes and colors. Show films and/or filmstrips stressing traffic signs. Display traffic signs. Have the students construct a scrapbook of traffic signs and safety precaution signs. Have the student list signs used in his immediate environment. Visit the Highway Patrol	Pupil-teacher made signs Construction paper Crayons Instructional Signs Florida Driver's Handbook Pictures of signs taken from magazines and other sources

2. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS AND ABILITY TO ADJUST TO HIS BODY'S PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE: Given ten diagrams illustrating the technique for administering artificial respiration, the student demonstrates the usage of the technique through a cooperative team role-play situation

TERMINAL BEHAVIOR: acting out each step given in the ten diagrams.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social adaptability 2. Visualization 3. Reasoning 4. Listening	SCIENCE HEALTH EDUCATION SOCAIL STUDIES	One good reference book on first aid is essential. VISUAL AIDS Show films or filmstrips on administering artificial respiration. Provide charts ACTIVITIES Instruct students on the importance of knowing how to administer artificial respiration. Invite a member from the police or fire department to demonstrate correct procedures for administering artificial respiration. Ask them to bring in the machines and devices used in administering artificial respiration. Through the use of role-playing, have students demonstrate techniques for artificial respiration. VISITATIONS Health nurse Fire department Rescue squad Police department (ask each to discuss his role in first aid and have him relate experiences and give demonstrations).	American Red Cross First Aid Text Charts

2. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS AND ABILITY TO ADJUST TO HIS BODY'S PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE: Given a list of twenty communicable diseases and a list containing one corresponding symtom and method of prevention for the disease named, the student matches at least fifteen of the diseases with the corresponding list of symptoms and methods for prevention.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Development of concern for self-care 2. Knowledge of common symptoms of diseases 3. Knowledge of physician's role in caring for illness caused by diseases 4. Reading 5. Comprehension	SCIENCE HEALTH EDUCATION SOCIAL STUDIES	Develop the concept that prevention is possible. List diseases for which immunizations are easily obtainable from a physician or health department such as: Tetanus Polio Smallpox Discuss value and need of immunization. Lead class discussion of recognition of symptoms and ways of evaluating them, i.e. using the thermometer. Include in this discussion symptoms of pain, fever, swelling, weakness, vomiting, diarrhea, bleeding, skin rashes, etc. VISUAL AIDS Make extensive use of charts, films or filmstrips to expose students to the variety of communicable diseases and possible treatment of them. ACTIVITIES Conduct survey of students having been immunized. Ask students to conduct survey of family members having been immunized. Have a physicial visit the class and bring his "black bag". Ask him to demonstrate with his instruments and discuss what he does in examining a patient. Visit health department. Invite health nurse or school nurse to visit and discuss with the class, "what they can do in combating and treating communicable diseases".	Pamphlets on disease symptoms Charts Filmstrips: "Biology-Disorders in Humans" "Health Adventures" Visit health department Visit by doctor and health nurse to the class Pictures of communicable diseases

2. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS AND ABILITY TO ADJUST TO HIS BODY'S PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE: Given a descriptive listing of the seven basic food groups and examples of foods within each group, and the requirements for a balanced meal for breakfast, lunch, and dinner, the students

TERMINAL BEHAVIOR: will construct a menu for one meal indicating all of the required foods for that meal.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Verbal ability 2. Social living 3. Visualization 4. Adaptability	SCIENCE HEALTH EDUCATION SOCIAL STUDIES HOME ECONOMICS	Review the food classifications cereal and breads meats milk and dairy products vegetables (yellow and green) carbohydrates fats Use charts (teacher or student-constructed) Poster from health departments ACTIVITIES Invite the cafeteria supervisor to talk with your students. Tour the cafeteria (we need to build a positive image); later these students may work in the cafeteria as their on-campus job training experience. Have the student construct daily or weekly menus; let this be team work activity. Field trips to large supermarket is a good approach to identifying the foods in each category. Let students prepare menus for and serve a balanced meal.	Magazines Newspapers Charts Posters Use of the Home Economics laboratory

2. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS AND ABILITY TO ADJUST TO HIS BODY'S PHYSICAL NEEDS.

BEHAVIORAL OBJECTIVE: Given one essay question: "How I Keep My Body Clean and Healthy", and a list of twenty methods and techniques demonstrated and explained by the teacher towards the maintenance of a clean and healthy body, the student will list and explain at least ten of these methods and techniques in his essay.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Knowledge of proper care of the body 2. Listening 3. Cooperation 4. Participation	SCIENCE HEALTH EDUCATION SOCIAL STUDIES	Stress the need for rest in promoting growth. Discuss the importance of brushing teeth after each meal. Demonstrate the correct method for brushing teeth. Encourage discussion to evaluate tooth brushes and on dentifrice. Demonstrate various procedures involved in proper care of the hands and nails. Special attention should be given to care of the feet. Emphasize the role of dandruff, dirt, skin oils, pores blackheads in causing acne pimples. Stress importance of frequent bathing and washing hands before and after leaving the toilet. Demonstrate proper selection of shampoo to care for hair. Give several shampoos in class. Discuss cause, symptoms and treatment of such conditions as: frost bite — sunburn chapped skin — heat rash chapped lips — heat stroke heat exhaustion — pneumonis Emphasize the need for proper exercise and rest. ACTIVITIES Assign a committee to make collections of tooth brushes and bring in several types of dentifrice. Encourage students to observe people's teeth and to evaluate the role of attractive teeth in personal appearance. Ask students to model costumes for various climatic conditions with discussion on the need for and importance of each item of clothing selected.	Charts Diagrams Anatomical models Combs Brushes Tooth brushes Mirrors Shampoo Samll bowls Human Body Kit (#650 Kenworthy) Good Health Charts (Kenworthy)

3. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO SELECT APPROPRIATE APPAREL AND TO MANIFEST ACCEPTABLE MANNERS IN SOCIAL, ACADEMIC AND VOCATIONAL SITUATIONS.

BEHAVIORAL OBJECTIVE: Given a brief description of five social situations and a list of positive social behaviors which are pertinent to these situations, the students will select and list a minimum of 3 positive behaviors from each situation.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Oral language 3. Poise 4. Articulation 5. Pronunciation 6. Adaptability 7. Relations to peers 8. Relations to superiors 9. Manual dexterity 10. Enunciation 11. Self-confidence 12. Emotional stability	LANGUAGE ARTS 1. Oral language 2. Gestures 3. Social graces 4. Reading for information 5. Listening 6. Vocabulary 7. Reasoning SOCIAL STUDIES 1. Social living 2. Responsibilities of students 3. Information gathering 4. Interpreting directions 5. Adapting to environment 6. Citizenship 7. Social adequacy VOCATIONAL RELATED AREAS 1. Social acceptance 2. Personal adequacy 3. Job requirement 4. Personal and community relationships	1. The teacher instructs the student in procedures of social introductions such as: a. men are introduced as women b. young people are introduced to older people c. at school, parents to teachers d. distinguished persons have others introduce them e. all guests are introduced to the hostess f. all persons are introduced to clergy 2. The teacher provides a setting depicting any or all of the introductions and the students roll play. 3. The teacher with assistance from class members demonstrates a firm, sincere handshake and an appropriate oral acknowledgement. a. A woman offers her hand to a man or boy if she wishes. b. A young woman does not offer to shake hands with an older woman but waits until the older woman offers c. Men do not offer to shake hands with women but respond at once if a woman offers her hand. 4. The teacher and student discuss the responsibilities of the teacher and of the student in classroom situations. Together they arrive at acceptable classroom behavior. The discussion should include such items as: a. Tone of voice when replying to instructor or other classmates b. Facial expression c. "Yes" or "no" - "yes, Ma'am," "No, Sir," depending on instructor's preference d. Thank you e. Raising hand	Films — Check your school library Filmstrips Etiquette books Phamphlets Current magazines Student participation Teacher-student constructed materials Role playing Tape recorder "Speech Improvement," I.T.V. Palm Beach County

3. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO SELECT APPROPRIATE APPAREL AND TO MANIFEST ACCEPTABLE MANNERS IN SOCIAL, ACADEMIC AND VOCATIONAL SITUATIONS.

BEHAVIORAL OBJECTIVE: Given a brief description of five social situations and a list of positive social behaviors which are pertinent to these situations, the students will select and list oa minimum of 3 positive behaviors from each situation.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		f. Waiting their turn g. Being aware of that teacher's classroom policies h. Exhibiting politeness towards peers as well as instructor 5. The teacher and student discuss courtesies in speaking: a. adaptability b. sharing experiences c. having something to say d. speak distinctively e. voice friendly f. use variety of pitch and enthusiasm g. waiting your turn h. be tactful i. being tolerant 6. Each of the nine courtesies should be discussed and more added. 7. Ask the student to cite examples from their everyday experiences. 8. Divide students in groups. Present each group with a problem. Let students perform an improvisation. Observe their courtesies to each other. After each improvisation discuss what occurred. According to the criteria discussed on positive social behaviors. 9. Present a test based on the behavioral objective.	

3. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO SELECT APPROPRIATE APPAREL AND TO MANIFEST ACCEPTABLE MANNERS IN SOCIAL, ACADEMIC AND VOCATIONAL SITUATIONS.

BEHAVIORAL OBJECTIVE: When given 10 brief descriptions involving social, academic, and vocational situations. The student will identify appropriate apparel for each situation.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Oral language 3. Visual perception 4. Manual dexterity	LANGUAGE ARTS 1. Perception 2. Oral language 3. Listening - 4. Writing SOCIAL STUDIES 1. Social acceptance 2. Personal adequacy 3. Group dynamics VOCATIONAL RELATED 1. Job requirement 2. Responsibility 3. Cleanliness	The teacher and student discuss appropriate clothing for various occasions. Together they arrive at acceptable criteria. The student-constructed posters illustrating appropriate clothing for various occasions or cuts out of magazines appropriate costumes for various occasions, labels and places in a notebook. Ask the pupils to model costumes for various occasions, for example: work, sports, parties, dates, church. Invite an outside speaker from a local department store to give assistance to the students in their selection of what looks best on them. Care of clothing should also be discussed (dry-cleaning, laundering, ironing, pressing, brushing, moth proofing, and closet storage. Present a test based on the Behavioral Objective..	Current fashion magazines ("Teens," "Co-ed", "Seventeen") Books on body and shape Films Filmstrips (see your library) "Young Man Take a Clothes Look"

3. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO SELECT APPROPRIATE APPAREL AND TO MANIFEST ACCEPTABLE MANNERS IN SOCIAL, ACADEMIC AND VOCATIONAL SITUATIONS.

BEHAVIORAL OBJECTIVE: When asked "What is your full name?" the student responds articulately by pronouncing his entire name.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Verbalization 2. Poise 3. Enunciation 4. Listening	LANGUAGE ARTS 1. Oral language 2. Personal adequacy 3. Listening SOCIAL STUDIES 1. Personal relationship 2. Social acceptance 3. Adaptability to new situations	The teacher introduces herself, pronounces her name and writes it on the board. Each child introduces himself to the teacher and to the class(depending on the tone of the class, some may find this activity elementary). Have the class repeat each student's name and the teacher replies repeating the name, "Thank you, John Jones." Each child pronounces his name to the person in front, back and next to him (this creates a relaxed atmosphere). Present a test based on the BEHAVIORAL OBJECTIVE.	"Speech Improvement" I.T.V. Palm Beach County

4. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a list of ten vocabulary words pertaining to time concepts and a multiple choice answer sheet, the student shades the correct answer of at least eight of the vocabulary words.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Knowledge of time spans 2. Telling time (reading calendar, maps, globes) 3. Visualization 4. Mechanical comprehension 5. Reading ability	SOCIAL STUDIES VOCATIONAL ORIENTATION ENGLISH	Stress learning time concepts of minutes, hours, seconds, and then extend the concept to include before the hour, after the hour, quarter hour, A.M. and P.M. Apply time concepts to time zones in the country and different areas of the world. VISUAL AIDS Make use of filmstrips or films where applicable.	Pupil constructed clocks Calendars Globes Maps showing time lines

4. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of ten problems involving time units of seconds, minutes and hour, the student will solve at least eight of the problems.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Mechanical comprehension 2. Reasoning 3. Numerical ability 4. Ability to follow oral and written instructions	MATHEMATICS SOCIAL STUDIES	Stress number equivalents-- 60 minutes in the hour 60 seconds in the minute 24 hours in the day Provide practice problems which will help student learn to calculate the number of days worked and the number of hours worked in that particular day. Provide practice problems for calculating the number of: seconds in a minute minutes in an hour hours in a day VISUAL AIDS Provide charts showing equivalents for seconds, minutes, and hours, etc. Use films or filmstrips where applicable.	Charts

4. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of twenty clock faces with the hands showing time (before and after) and a multiple choice answer sheet, the student identifies the time shown by each clock.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Telling time 2. Estimating time	SOCIAL STUDIES VOCATIONAL ORIENTATION MATHEMATICS	Review parts of clock and telling time, counting by 5's. VISUAL AIDS Using overhead projector, draw a picture of a clock including all of its parts. Divide the clock into two sides (draw line from the 12 at the top to the 6 at the bottom). Using bright colors, shade both sides, using different colors each time. Label one side of the clock before the hour (12-6 or moving downward); label the other side after the hour (6-12 moving upward). Transfer to stressing movement of clock's hand (down after the hour, up before the hour). Repeat visualization.	Pencils Crayons Chalkboard Crayola (assorted colors) Colored chalk Flannel board with cutouts for manipulation. Overhead projector Clocks Pupil-constructed clocks Clocks Drawing paper

4. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of days of the week and months of the year, not in order, the student places them in correct order.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading 2. Writing 3. Spelling 4. Listening	SOCIAL STUDIES ENGLISH MATHEMATICS	Drill students in naming each of the months and days. Practice writing and spelling of the months and days. Practice writing abbreviations for each month and each day. ACTIVITIES Have student construct calendars.	Calendars Pencils Construction paper

4. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of ten problems involving days and weeks, the student will solve at least eight of the problems.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Mechanical comprehension 2. Reasoning 3. Numerical ability 4. Ability to follow oral and written instructions.	MATHEMATICS SOCAIL STUDIES	Review the number of days in a month and the number of months in a year. Provide practice problems involving the calculation of the number of: days in a week days in a month days in a year weeks in a month weeks in a year months in a year	Calendar Chart showing number of days in each month

b. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given fifteen pictures depicting the four seasons of the year, the student identifies and names each picture according to the season it depicts.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Environmental adaptability 2. Pronunciation 3. Spelling 4. Oral communication 5. Map reading	SOCIAL STUDIES ENGLISH SCIENCE	VISUAL AIDS Use pictures showing the four seasons of the year. Show films from various areas of the United States and have the student compare the seasons in their states with other states. Using overhead projector, show maps which are used to study seasonal changes. Make frequent use of globes, stressing the line or path on which the sun travels. DISCUSSION Encourage discussion on the clothing to be worn and the differences in the climatic conditions. Have student categorise months according to seasons. Encourage students to talk about their favorite season and why. ACTIVITIES Have each student construct a poster or scrapbook on a selected season. Give writing exercises which will require the use of spelling and identifying the seasons. FIELD TRIPS Visit weather bureau so that the student may see how these seasonal maps are used in tracing weather conditions.	Transparencies of seasonal maps Pupil made maps and calendars Construction paper Glue Calendars Weather maps Overhead projector Colorful pictures depicting the seasons Visit to local weather station

b. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS

BEHAVIORAL OBJECTIVE: Given a prepared sheet of ten special days and holidays, the student writes the month and day for at least eight of them

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Knowledge of time spans 2. Telling time (reading calendars, maps, globes) 3. Visualization	SOCIAL STUDIES Vocational Orientation Mathematics	Instruct students to read calendars and recognize markings for special days and holidays. Have students list all holidays listed according to month of occurence and have them write dates by each. Use associations to reinforce special days and holidays (i.e. Christmas-Santa Claus or Easter-Rabbit or Flag Day-Flags, etc.) Have student construct a calendar of holidays and special days. Show films or filmstrips about special days and holidays.	Calendars Construction paper "20 Holidays and Specia Days" (Instructo, Draco)

b. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF TIME JUDGEMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet on which the terms "decade," "score," "century," "millennium" and "days in the leap year" have been written, the student writes the corresponding equivalent value for each term.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Perceptual speed accuracy 3. Verbal ability 4. Mechanical comprehension 5. Number ability	MATHEMATICS SOCIAL STUDIES ENGLISH	Give class discussion on the meanings of the terms "decade," "score," "century," millennium" and "days in the leap year." Have students write sentences using these terms. Practice spelling and writing the terms. VISUAL AIDS Prepare charts (include in the charts the terms and beside the terms, the equivalent values).	Charts

5. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO DEMONSTRATE AN AWARENESS WITH REGARD TO PUNCTUALITY.

BEHAVIORAL OBJECTIVE: Given a class schedule form with the time indicated on it, the student fills in the spaces with the period and subject for each of his classes allowing time for lunch and activity period.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Spatial relation ability 3. Punctuality	SOCIAL STUDIES ENGLISH MATH	Practice schedules are made by each student. Make use of the concepts of time previously learned. See that a copy of the student's class schedule is kept at all times. Permit students to assume the responsibility for being time keepers during activities in the classroom. This enables the student to utilize and to demonstrate his awareness of scheduling and keeping time.	Teenagers Prepare For Work Sample schedules

GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICIAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Given a mimeograph sheet which contains (in random order and with punctuation deleted) all the parts of a social letter: date, greeting, body, closing and signature, the student arranges the five parts in proper letter form and inserts punctuation in the proper places.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Listening 3. Finger dexterity 4. Verbal language 5. Spatial relations	LANGUAGE ARTS 1. Visualization 2. Listening 3. Writing 4. Viewing SOCIAL STUDIES 1. Social living 2. Information gathering 3. Interpreting directions 4. Adapting to environment	The teacher and student discuss each of the 6 parts of the social letter. Select 6 students to portray the 6 parts of the letter with an explanation of the function of each part and the necessary punctuation. Present the assessment as stated in the BEHAVIORAL OBJECTIVE.	Films-consult library Filmstrips Overhead projector Pencil or pen Spelling text Teacher-constructed material

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: When reading a literary selection containing anger, surprise, fright, happiness, or arrogance, the student will name in order of appearance each expression.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral language 2. Listening 3. Adaptability 4. Pronunciation 5. Social expression	LANGUAGE ARTS 1. Vocabulary 2. Listening 3. Verbal language 4. Interpretation	1. The teacher and student discuss emotional expressions. 2. Present each student with an emotion to pantomine. Ask the other students to guess the emotion portrayed by the students facial expression. 3. Ask each student to tell about an experience that envoked a strong emotional reaction in them. 4. Select poems or passages to read. Discuss the feeling and moods inferred from the action, dialogue, voice as described, or from parallel conditions in environment ex. as she drew the drapes closer together, a sudden recollection caused her to shiver, etc. 5. Present a test based upon the Behavioral Objective.	Edgar Allen Poe's Collection of Poems "The Lottery", by Shirley Jackson Books of poems Literature textbook used in grades 7-9

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Given orally a short story and a work sheet divided into the following areas: setting, characters, plot and theme. The student will identify each part using complete sentences.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral language 2. Spatial relations 3. Listening 4. Adaptability 5. Self-motivation 6. Accuracy	LANGUAGE ARTS 1. Vocabulary 2. Listening 3. Verbal language 4. Perception 5. Spelling	The teacher and student discuss each of the following areas: Setting-is inferred by the who, what, when, where, the situation and possibly the events preceding the opening. Character- is inferred from description of his appearance, his speech, his voice, or from parallel conditions in the environment. Plot- show how the early events in the story cause the main event. Explain the main event, the climax, the point at which we can see how the story will come out. Tell what the main character wants and explain whether and how he achieves. Tell what the main character wants and explain whether and how he achieves it or fails to achieve it. A suggested story "Rip Van Winkle or Legend of Sleepy Hollow". They enjoy Edgar Allen Poe's stories but you must interpret the words on a lower level.	Teacher-constructed materials Filmstrips-consult Films library Records- "Rip Van Winkle" "The Legend of Sleepy Hollow" "The Most Dangerous Game"

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Given orally a short story and a work sheet divided into the following areas: Setting, Characters, Plot and tehem. The student will identify each part using complete sentences.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral language 2. Spatial relations 3. Listening 4. Adaptability 5. Self-motivation 6. Accuracy	LANGUAGE ARTS 1. Vocabulary 2. Listening 3. Verbal language 4. Perception 5. Spelling	The teacher and student discuss each of the following areas: Setting- is inferred by the who, what, when , where, the situation and possibly the events preceding the opening. Character- is inferred from description of his appearance, his speech, his voice, or from parallel conditions in the environment. Plot-show how the early events in the story cause the main event. Explain the main event, the climax, the point at which we can see how the story will come out. Tell what the main character wants and explain whether and how he achieves. Tell what the main character wants and explain whether and how he achieves it or fails to achieve it. A suggested stroy "Rip Van Winkle or Legend of Sleepy Hollow". They enjoy Edgar Allen Poe's stories but you must interpret the words on a lower level.	Teacher-constructed materials Filmstrips-consult Films-library Records- "Rip Van Winkle" "The Legend of Sleepy Hollow" "The Most Dangerous Game"

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Given a list of the five common areas of sensory perception: see, hear, taste, smell and feel and a series of 10 pictures, the student will name those senses which are being employed in each picture.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Verbal ability 2. Visualization 3. Perception 4. Spatial relations 5. Poise 6. Creativity	LANGUAGE ARTS 1. Vocabulary 2. Oral language 3. Gestures 4. Listening 5. Viewing	The teacher and student discuss each of the areas of sensory perception. Give each student a magazine to cut and label advertisements which contain words (sensory imgaged) that appeal to see, hear, taste, smell and feel. Fresca commerical, (hear tingling)and (taste crisp). Prepare a Bulletin Board based on the five common areas of sensory perception. List 5 specific tastes that they associate with: a. picnic supper b. circus c. birthday party d. measles e. Thanksgiving dinner You can do each of the senses using a different association. Let volunteers act out simple situations in which they might use this senses such as going to a bakery, amusement park, circus, the beach. The teacher gives each child words to use during the presentation (3-5 sensory words) Using an opaque projector, show part of a narrative which contains many sensory images. Discuss each of the words and what sense they appeal to. Present a test based on BEHAVIORAL OBJECTIVE.	Film(Belle&Howell on sensory perception) Magazines Scissors Teacher-student constructed materials Speech Improvement I.T.V., P.B.County

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Presented with a short social letter with commas omitted in the date, between city and state, after the salutation and complimentary close, the student places commas in the appropriate places.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Listening 3. Finger dexterity 4. Verbal language 5. Spatial relations	LANGUAGE ARTS 1. Viewing 2. Reading 3. Writing 4. Vocabulary 5. Grammar SOCIAL STUDIES 1. Social living 2. Adapting to environment 3. Interpreting directions	The teacher and student discuss the use of the comma in relation to the social letter. Select students to explain why the comma is necessary in each relevant part. Present a test based on the BEHAVIORAL OBJECTIVE.	Overhead projector Filmstrips Spelling Text Teacher-constructed material

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: When given a form designed for a specific purpose, the student will legibly place the correct personal data in the appropriate space.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Finger dexterity 3. Self-motivation 4. Visualization 5. Numerical ability 6. Nonverbal conceptual ability 7. Accuracy	LANGUAGE ARTS 1. Reading 2. Writing 3. Vocabulary SOCIAL STUDIES 1. Interpreting directions 2. Adapting to environment VOCATIONAL RELATED AREAS 1. Personal adequacy 2. Social living	Display catalog. Give the student time to peruse the catalogue. Encourage students to bring in any catalogues that they use. This way you learn students' interests. Provide each student with an order blank. The teacher instructs how to fill out the order form (overhead projector) and the student follows at his desk. Student school forms and work forms could also be taught by using the overhead projector. Present a test based on the BEHAVIORAL OBJECTIVE.	Catalog Order blanks Overhead projector Work forms

6. GENERAL OBJECTIVE: THE STUDENT WILL BECOME FAMILIAR WITH A VARIETY OF TECHNIQUES FOR COMMUNICATING THOUGHTS NECESSARY FOR HIS PHYSICAL, MENTAL AND EMOTIONAL WELL-BEING.

BEHAVIORAL OBJECTIVE: Given stationary and an envelope, the student writes an original friendly letter and addresses the envelope according to the following criteria: a. name and address of addressee in center of envelope, b. inside address, c. salutation, d. body, e. complimentary close, d. signature.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIAL
1. Visualization 2. Listening 3. Finger dexterity 4. Verbal language 5. Spatial relations	LANGUAGE ARTS 1. Viewing 2. Reading 3. Writing 4. Vocabulary 5. Grammar SOCIAL STUDIES 1. Social living 2. Information gathering 3. Interpreting directions 4. Adapting to environment	The teacher and student review all the criteria contained in the social letter. Pass out the envelopes and stationary. Have the students complete the envelope first. Reinforce spacing of the information and neatness. Find something encouraging to say concerning each student's envelope. It may take many tries before the student successfully completes this task. After the student has completed his letter, place the student's letter on the overhead for revisions and corrections. Find something complimentary to say first. Present a test based on the BEHAVIORAL OBJECTIVE.	Filmstrip-consult Film-your library Stationary Envelope Pen Spelling text

7. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS OF HIS RIGHTS, PRIVILEGES AND RESPONSIBILITIES AS AN ACTIVE MEMBER OF THE HOME, SCHOOL AND COMMUNITY.

BEHAVIORAL OBJECTIVE: Given a series of descriptions of elections at class, school, city, state and national levels and a list containing the names of these levels, the student will match a minimum of four names with their appropriate description.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Visualization 3. Oral language 4. Reactions to peers 5. Reactions to superiors	LANGUAGE ARTS vocabulary oral language reading interpretation listening SOCIAL STUDIES citizenship group dynamics community relationship VOCATIONAL RELATED AREAS adapting to environment personal adequacy manual dexterity	The teacher and student discuss the meaning of elections such as: a. class elections b. student body elections c. city elections d. state elections d. national elections Review election material sent to voters during an election-from interested individuals or groups and from government agencies. Arrange interesting bulletin boards on current school, community, state or national elections. Make a list of things you can do to cooperate with school, city, state and national officials. Encourage participation by getting student involved (writing campaign slogans, construct poster).	Field trips to campaign headquarters Films Filmstrips Outside speakers Newspapers Magazines Election material Student-made materials

7. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS OF HIS RIGHTS, PRIVILEGES AND RESPONSIBILITIES AS AN ACTIVE MEMBER OF THE HOME, SCHOOL AND COMMUNITY.

BEHAVIORAL OBJECTIVE: Given instruction in the use of a paper ballot and given a sample ballot, the student will demonstrate its use. To be considered acceptable, the ballot must not be voided by improper recording of his choices by the student's.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Verbal ability 3. Visualization 4. Adaptability 5. Manual dexterity	LANGUAGE ARTS oral language writing imagination vocabulary spelling interpretation SOCIAL STUDIES citizenship school, home, community awareness current events state, national international involvement VOCATIONAL RELATED AREAS mechanical comprehension personal adequacy social living	The teacher and student discuss the word "vote" a. school voting b. county voting c. state voting d. national voting Let each student see samples of ballots. Encourage them to construct original ballots. Encourage students who are campaigning for offices to speak before your classes. Your students may want to give campaign speeches; if so, try some speech work in this area. Arrange to show students the manual operation of a voting machine. They may be able to construct a crude model. Present a test as stated in the BEHAVIORAL OBJECTIVE.	Sample ballots Student speakers Filmstrips - consult your Films- library catalogues Student made materials Voting machine (obtained from Junior Chamber of Commerce)

7. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS OF HIS RIGHTS, PRIVILEGES AND RESPONSIBILITIES AS AN ACTIVE MEMBER OF THE HOME, SCHOOL, AND COMMUNITY.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a list of twenty activities carried on in the home, the student selects five and names the member of the family responsible for each.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Responsibility 2. Sibling relationship 3. Emotional security 4. Self-confidence	SOCIAL STUDIES RELATED AREAS Home economics English	Emphasize duties and responsibilities of each family member. Encourage students to talk about family situations in order to show a variety of family patterns. Develop word lists of names of family members for reading and spelling. Use these names in simple sentences. Dramatize incidents of family living, especially those emphasizing participation of the entire family. Write about ways in which members of the family can help each other. Show films of family life situations.	

7. GENERAL OBJECTIVE: THE STUDENT SHOULD SHOW AN AWARENESS OF HIS RIGHTS, PRIVILEGES AND RESPONSIBILITIES AS AN ACTIVE MEMBER OF THE HOME, SCHOOL AND COMMUNITY.

TERMINIAL BEHAVIOR: Given a series of 20 symbols and signs, 15 of which depict or are associated with privileges and rights pertaining to involvement as an active citizen of the U.S., the student will list at least 12 of the 15.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Visualization 3. Motivation 4. Adaptability 5. Verbal language	LANGUAGE ARTS vocabulary recognition and usuage oral language research ability creativity perception SOCIAL STUDIES citizenship personal relationships home and community relationships VOCATIONAL RELATED AREAS social acceptance personal adequacy adaptation to environment	The teacher and student discuss the word "citizenship". Together they compile a list of desirable traits. (Since most of the traits are abstract, the teacher needs to provide specific situations describing that particular trait) List symbols of citizenship such as Flag, eagle. Let each child choose a symbol and research his project. Arrange with the librarian so that books, pamphlets, filmstrips are available on their reading level. Encourage creative art or dramatization of these symbols. Ask the students to find poems relating to their symbol.	Films - available in school Filmstrips- library (catalogues) Pamphlets Magazines Books Teacher-student constructed material

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given a series of 15 situations which involve school regulations and given the school regulations, the student will match at least 11 situations to their appropriate illustrated regulation.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Verbal ability 3. Visualization 4. Motivation 5. Adaptability 6. Reactions to superiors 7. Reactions to peers	LANGUAGE ARTS 1. Reading 2. Interpretation 3. Perception 4. Oral language SOCIAL STUDIES 1. Citizenship 2. Adapting to his environment 3. Group dynamics VOCATIONAL RELATED AREAS 1. Personal adequacy 2. Social acceptance 3. Adaptability	Teacher and student discuss policy. The teacher and student read the handbook. Allow student questions and discussion concerning policies. Make sure teacher is familiar and understands policies. Be prepared for explanation. Present test based on the BEHAVIORAL OBJECTIVE	School policy handbook Student council speakers

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given a set of five pictures involving cooperation within group activities, the student identifies the individuals who are participating in a cooperative activity and will identify the activity

TERMINAL BEHAVIOR: in a minimum of four pictures.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Perseverance 3. Self-confidence 4. Interpersonal relations 5. Adaptability 6. Reactions to superiors 7. Reactions to peers 8. Dependability	LANGUAGE ARTS Oral language Organization of work Vocabulary usage Listening Viewing SOCIAL STUDIES Current events Group dynamics Responsibility VOCATIONAL RELATED AREAS Job requirement Work responsibility	The student and teacher discuss words such as "responsibility, dependability, perseverance" in relation to the individual and to the group. The student relates personal examples and situations where he is involved in group activity. The discussions can be related to current events and to social living as well as the individual in group situations. Examples: a. What teacher expects from student. b. What school expects. c. What community expects. d. What home expects. e. What peers expect. Discuss the values of a task well done. Tape recorder discussion. The teacher and student discuss the work "cooperation" and compose a list of synonyms. Each student brings in a picture showing cooperative effort. If you have material available, permit the students to cut and label it in class. Present a test based on the BEHAVIORAL OBJECTIVES	Magazines Newspapers Filmstrips - available from library catalogues. Teacher-student constructed materials Tape recorder

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given a set of five pictures involving cooperation within group activities, the student identifies the individuals who are participating in a cooperative activity and will identify the activity in a minimum of four pictures.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Perseverance 3. Self-confidence 4. Interpersonal relations 5. Adaptability 6. Reactions to superiors 7. Reactions to peers 8. Dependability	LANGUAGE ARTS Oral language Organization of work Vocabulary usage Listening Viewing SOCIAL STUDIES Current events Group dynamics Responsibility VOCATIONAL RELATED AREAS Job requirement Work responsibility	The student and teacher discuss words such as "responsibility, dependability, perseverance" in relation to the individual and to the group. The student relates personal examples and situations where he is involved in group activity. The discussions can be related to current events and to social living as well as the individual in group situations. Examples: a. What teacher expects from student. b. What school expects. c. What community expects. d. What home expects. e. What peers expect. Discuss the values of a task well done. Tape recorder discussion. The teacher and student discuss the work "cooperation" and compose a list of synonyms. Each student brings in a picture showing cooperative effort. If you have material available, permit the students to cut and label it in class. Present a test based on the BEHAVIORAL OBJECTIVES	Magazines Newspapers Filmstrips - available from library catalogues. Teacher-student constructed materials Tape recorder

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-ASSUMED OR ASSIGNED TASKS AND SHOULD EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a list of twenty frequently performed tasks (washing black board, lettering, stenciling, etc.), the student chooses the one he feels capable of completing and he completes the task.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Motivation 2. Persistence 3. Perserverence 4. Self-endurance 5. Dependability 6. Responsibility	SOCIAL STUDIES RELATED AREAS Vocational Orientation	Make a list of services to be done around campus and within the classroom. The student along with teacher examines what is to be done. Provide an observation sheet so that all of the students can keep a check of each other's projects. Use rewards (monetary, candy) for jobs well done. This will encourage the students to work hard at tasks.	Teacher and Student Constructed Materials.

8 GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: When given a set of directions involving assembly of an item, the pupil follows the directions in a sequential order leading to completion of the given task.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Visualization 3. Adaptability 4. Manual dexterity	LANGUAGE ARTS reading vocabulary oral language visual perception listening SOCIAL STUDIES following directions group dynamics VOCATIONAL RELATED AREAS mechanical comprehension adapting to his environment	Given an unassembled and an assembled article, the student successfully constructs the object. Example: A square of wood and six pieces-can he build a square? Puzzles, insanity blocks, patterns, embroidery yarn and other craft items may be used to aid the student in following directions. Place students where they cannot observe each other. Present the students with identical materials. Give each student a graph. Call out the coordinates. If they follow the directions successfully they complete a picture. Present a test based on the BEHAVIORAL OBJECTIVE.	Fieldtrips to a hobby shop Graphs Patterns Puzzle books Films - consult your school Filmstrips-librarian

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-ASSUMED OR ASSIGNED TASKS AND SHOULD EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

TERMINAL BEHAVIOR: Given four work assignments, either inside the classroom or outside the classroom (janitor's helper teacher's aide, office worker), the student evaluates his work using the following criteria: promptness directionality, neatness, return of borrowed materials, initiative, and ability to complete a task.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written instructions 2. Responsibility 3. Persistence 4. Perserverence 5. Motivation 6. Self-endurance	SOCIAL STUDIES RELATED AREAS 1. Math 2. English 3. Vocational Orientation	Instruct the students in developing positive work habits through the use of filmstrips, films and transparencies. Encourage student discussion on the value of positive work habits. ACTIVITIES Frequently assign the student individual tasks in which directions are given both orally and in writing. Assign a job task to each student while observing him closely each day.	Overhead projector Movie projector Slide projector Films Filmstrips Transparencies

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given 10 specific listings from the yellow pages, the student will demonstrate his use of the yellow pages by locating a minimum of 8 listings, citing the page on which it appears.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Self-motivation 3. Adaptability 4. Visualization 5. Numerical ability 6. Verbal ability 7. Manual dexterity 8. Problem-solving	LANGUAGE ARTS 1. Reading 2. Vocabulary 3. Oral language 4. Alphabetizing SOCIAL STUDIES 1. Adapting to environment 2. Following directions MATHEMATICS 1. Number sequence VOCATIONAL RELATED AREAS 1. Personal adequacy 2. Community relationships	The teacher and student discuss the value of knowing how to use the yellow pages. A suggestion is to present the student with some data to look up. This lets the teacher know how much or how little the student knows. Proceed from there. In most cases it is necessary to explain each classification. The teacher must decide how detailed, depending on students involved. Specific units and projects for use in Social Studies could result from such an objective. Present a test based on the BEHAVIORAL OBJECTIVES.	Telephone Book

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given material which contains a title page listing several stories and given the title of one of these stories, the student by using the title page will locate the page on which the story begins.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Oral language 3. Adaptability 4. Finger dexterity 5. Visualization	LANGUAGE ARTS 1. Verbal language 2. Listening 3. Vocabulary 4. Perception SOCIAL STUDIES 1. Information gathering 2. Interpreting directions 3. Adapting to environment	The teacher and student discuss the use of the Table of Contents. Call out titles taken from their text books or a magazine they are all using. See who can find the page first using the table of contents. If your group is more advanced, you may want to discuss outlining and organization of materials. Present a test using the BEHAVIORAL OBJECTIVE	Filmstrips Teacher-student Constructed materials Magazines (Scope) (Readers Digest) Textbooks (Subject matter)

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given material which contains a title page listing several stories and given the title of one of these stories, the student by using the title page will locate the page on which the story begins.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Oral language 3. Adaptability 4. Finger dexterity 5. Visualization	LANGUAGE ARTS 1. Verbal language 2. Listening 3. Vocabulary 4. Perception SOCIAL STUDIES 1. Information gathering 2. Interpreting directions 3. Adapting to environment	The teacher and student discuss the use of the Table of Contents. Call out titles taken from their text books or a magazine they are all using. See who can find the page first using the table of contents. If your group is more advanced, you may want to discuss outlining and organization of materials. Present a test using the BEHAVIORAL OBJECTIVE	Filmstrips Teacher-student Constructed materials Magazines (Scope) (Readers Digest) Textbooks (Subject matter)

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given a printed paragraph which is void of capital letters, the student writes capital letters in the appropriate places.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening 2. Oral language 3. Adaptability 4. Perception 5. Finger dexterity	LANGUAGE ARTS verbal language listening vocabulary spelling capitalization	The teacher and pupil discuss the following rules for capitalization: a. beginning of sentences b. proper names and titles of persons c. names of places d. days of the week e. months of the year f. holidays g. the personal pronoun "I" Have the students practice writing capital letters. Have the students make up their own sentences or you make up sentences that are related to everyday experiences avoid "sterotype bookish" sentences. Use familiar proper names and titles of persons and of places-choose local places that are familiar to the students. Have the students write out the days of the week and the months of the year and holidays. Present students with sentences where the I has been omitted - let them fill the I in the proper space. Present a test based upon the BEHAVIORAL OBJECTIVE.	Films - consult library Filmstrips Textbooks (Warner series) Teacher constructed material

8.

GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP -ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given ten complete sentences and five sentence fragments in written form placed in random order, the student distinguishes between them by placing an S by the complete sentence and SF by the fragment.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Adaptability 2. Visualization 3. Perception 4. Oral language	LANGUAGE ARTS grammar vocabulary listening reading verbal language	The teacher and student discuss the parts composing a complete sentence. If you are familiar with the Linguistic approach, try it, using an intermediate fundamental outline. Use sentence examples that are related to the students experiences avoid "bookish, formal sentences". Depending on the success of the Linguistic approach, you can begin crude creative writing, based on sentence patterns. Make use of the overhead projector. Present a test as stated in the BEHAVIORAL OBJECTIVE.	The Roberts Series (Linguistics) Teacher-constructed materials

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: After viewing the four filmstrips on Marijuana, alcohol, tobacco and venereal disease and participating in class discussions, the student will compose a paragraph for each of the four topics viewed and discussed, citing at least two of the following points in each paragraph: hazard to health, social implication, vocational implication, procedures for remediation.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Relations to peers 3. Relations to superiors 4. Research techniques 5. Verbalization 6. Adaptability	LANGUAGE ARTS oral language discussion techniques reading writing viewing spelling SOCIAL STUDIES information gathering following directions adapting to environment responsibility	The teacher and student discuss each of the four topics citing: hazards to health social implication vocational implication procedure for remediation The students may be divided into groups for further research into these areas. Pre-arrange with the librarian time for the students to work on their projects. She will also aid in selecting materials for the level of the students involved. A preliminary assignment might be teaching the students fact from opinion. A method to use would be providing the student practice in extracting facts from various kinds of material familiar to him such as: baseball boxscores timetables telephone books recipes advertising Show student how to use the Readers Guide, card catalog, and other references which might be helpful to them. If students desire they can formulate debate using one of the topics as their proposition. You may have one group that might like to use debate form. Present a test as stated in the BEHAVIORAL OBJECTIVES.	Filmstrips - consult your Films library Teacher-constructed material Library

8.

GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Given a properly constructed news story, the student identifies the words, phrases, or sentences that tell who, what, when, where, why and how.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Finger dexterity 3. Listening 4. Reaction to peers 5. Adaptability 6. Verbal language 7. Visualization	LANGUAGE ARTS oral language listening viewing vocabulary writing spelling reading SOCIAL STUDIES adapting to environment social adequacy awareness of information	The teacher and student discuss, "What is a News story?" Present each student with a newspaper. Clip the lead paragraph of two news stories. Mount these on a sheet of paper. Below each clipping list the 5 w's and how, and beside each of them write the answer as they find it in the paragraph. If students can't read, use the overhead projector. An entire newspaper unit could be presented. Present a test as stated in the BEHAVIORAL OBJECTIVE.	Overhead projector News stories Newspapers Teacher-constructed material

8.

GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Presented orally with a story and then given ten oral questions relating to story content the students will write correct answers to at least eight questions.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Verbal ability 2. Listening 3. Emotional stability 4. Adaptability 5. Reaction of peers	LANGUAGE ARTS oral language listening vocabulary writing SOCIAL STUDIES sharing personal relationships group dynamics citizenship VOCATIONAL RELATED AREAS job requirements work responsibility cooperation community relationships	The teacher and student discuss the art of listening: What is efficient listening? Are we efficient listeners? What are purposes of listening? Why do we listen ineffectively? Bad listening habits: a. faking attention b. trying to get all the facts c. avoiding difficult listening d. rejecting a subject as uninteresting e. criticising physical appearance f. yielding to distractions Guides to good listening: a. hear the person out b. listen for ideas c. keep an open mind d. resist distractions Together the students and teacher compile a list of characteristics of good and poor listeners. Conduct listening experiments such as reading short excerpts from magazines or books and asking student questions about the story content. Present a test based on the BEHAVIORAL OBJECTIVES.	Films - consult your school Filmstrips -library listening Records Check sheets Transparencies

8. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITY FOR SELF-OR GROUP-ASSIGNED TASKS AND EXHIBIT AN APPRECIATION FOR THE VALUE OF COOPERATIVE ACTIVITY.

BEHAVIORAL OBJECTIVE: Upon hearing a four line limerick (a nonsense verse of 5 anapestic lines) of which the first, second and fifth lines are three stress and rhyme and the third and fourth lines are two stress and rhyme, the

TERMINAL BEHAVIOR: student constructs a fifth line rhyming with the first and second.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Verbal ability 3. Listening 4. Reaction to peers 5. Reaction to saperiors 6. Research technique	LANGUAGE ARTS oral language listening viewing reading writing interpretation	The teacher and student discuss poetry. Often the mention of poetry brings a negative reaction. Attempt to create an enjoyable, creative, enthusiastic approach to poetry. Each student selects a poem of his own choosing from a literature book or from another source. Then the student finds a picture demonstrating the thought of the poem, either by creative art or an illustration from a magazine. As the student's pictures are being shown to the class, perhaps by using the opaque projector, the student should give an oral interpretation of the poem, demonstrating a combined feeling for the poem and the picture. Present and read to the students examples of limericks, explaining their form. Try writing one as a class. Present a test as stated in the BEHAVIORAL OBJECTIVE.	Teacher-constructed material Limericks (consult library) Poetry books Opaque projector Magazines

9. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO FOLLOW ORAL AND WRITTEN INSTRUCTIONS INVOLVING DIRECTION.

BEHAVIORAL OBJECTIVE: When given a specific direction, i.e. north, south, right, left, and requested to identify the direction, the student responds orally or graphically by correctly indicating the specific direction.

BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Finger dexterity 3. Verbal language 4. Spatial relations	LANGUAGE ARTS 1. Verbalization 2. Vocabulary 3. Writing 4. Vision perception 5. Speaking 6. Listening SOCIAL STUDIES 1. Following directions 2. Personal adequacy MATHEMATICS 1. Measurement 2. Positive and negative 3. Numbers VOCATIONAL RELATED AREAS 1. Job requirements 2. Perception	The teacher and student construct a compass, a sun dial and a map. The student could construct a school map using his classroom as the point of reference. Using the constructed maps the student responds to directionality of specific points. Blend-fold a student and give him directions such as: walk two paces South, turn toward the East and walk five paces, etc. Have students ask each other oral directions (using the room as reference point) to locate various school areas. Present a test based on the BEHAVIORAL OBJECTIVE.	Teacher-student constructed maps Paper Pencil Crayons or magic markers Magnet String Stick and circle (sun dial)

10 GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a list of twenty randomly selected numbers the student places them in numerical sequence.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Oral communication 3. Written communication 4. Numerical ability 5. Manual dexterity 6. Peer relationship	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES ENGLISH	Math needs to be systematically developed. Emphasis should be placed upon understanding and practical application rather than mechanics. Keep in mind that these children need concrete experiences before learning can take place. VISUAL AIDS Make extensive use of charts, pictures, filmstrips, films, overhead projector, games, etc. in teaching numbers and number concepts to the student. ACTIVITIES The formation of small groups is highly recommended. Within these small groups set up activities according to the needs of students in the group. DISCUSSION Instruct student to read numbers as well as to copy numbers from the telephone directory. Allow students to make a personal directory of close friends which includes telephone numbers, street numbers, birthdates, etc. Stress greatly on functional knowledge of numbers such as: a. the ability to read, write and use personal telephone numbers b. counting blocks c. reading price tags d. keeping scores e. reading bus schedules f. reading license plates g. reading bicycle registrations	Counting blocks Pegboard Dominoes Chart tablets Modern Math numerals and symbols (Instructor) Vari-board (Judi) Graph charts Place-value charts Abacus Telephone directory Construction paper Catalogs City maps Flannel Board with numbers

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a list of twenty randomly selected numbers the student places them in numerical sequence.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
		h. Instruct them to reading and writing fractions 3/4, 1/2, 1/4, 1/3 of the whole and the group. i. Roman numerals may be taught at this point. Progress student (at his own rate) from reading numbers to writing the numbers. Teach spelling of numbers from one to twenty. Teach grouping numbers (even numbers, odd numbers). Make use of city maps by having students locate streets and writing out the names of streets using words. If needed have student practice formation of numbers. Practice writing street number repeatedly (this may be done through addressing envelopes). FIELD TRIPS AND PRACTICAL APPLICATIONS Visit a department store; or have an inventory person speak with the class on keeping inventory in department stores. Have students keep inventory list of tools, supplies, books, etc. in the classroom.	

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a list of mathematical symbols and a list containing the names of these symbols written in random order the student will identify the symbol and match the name of the symbol with the corresponding symbol.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Ability to follow directions using symbols 3. Ability to follow written directions 4. Numerical ability	MATHEMATICS RELATED AREAS SOCIAL STUDIES VOCATIONAL ORIENTATION	DISCUSSION Commence by reviewing the four basic fundamentals of arithmetic, stressing the signs used with the problems. Through association have students match and identify signs by associating them with their own terminology (i.e. take-a-way = minus). Expose students consistently to problems which give them practice in utilizing each sign. VISUAL AIDS Symbol flash cards Charts	Charts, pictures showing math symbols Workbooks Flash cards

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of twenty problems in addition and subtraction in which the answers are given but the operational symbols are missing the student will name the problem and place the correct sign before it.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written instructions 2. Visualization 3. Numerical ability 4. Reasoning ability 5. Perceptual speed and accuracy 6. Manual dexterity 7. Group-peer relations	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES	DISCUSSION Using an arithmetic or math workbook or worksheets, give problems in both addition and subtraction which require reasoning for determing procedure for working given problems. Mix problems making certain student has to reason before commencing work. Stress problems involving simple budgeting; banking, measuring, and computing prices from catalogs. Work sheets or workbooks are essential in this area in building the weak points in the individual child. Strict guidance and instruction is recommended. Revies examples of addition involving higher decade combinations whose sums are the 40's, 50's, and higher. Review carrying in a problem with 2, 3, or 4 columns. Review minuends of 5, 6, or 7 numbers. ACTIVITIES In small group situations utilize games and visual aids listed in the materials section.	"Addo-arithmetic" game Flash cards Matrix chart "My Workbook in Arithmetic" Chart tablets with drawings of math symbols Flannel Board and materials

0. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of five money problems, the student will read and solve the problems.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading ability 2. Mechanical comprehension 3. Numerical ability 4. Ability to follow written instructions	MATHEMATICS RELATED AREAS SOCIAL STUDIES VOCATIONAL ORIENTATION	DISCUSSION Review counting money and making small change. Teach money values. In a very simplifies approach, discuss inflation and other problems involving economy. To give practice in working money problems and reading money problems, use the texts, Money Makes Sense and Dollars and Sense. ACTIVITIES Utilize games geared toward counting money. Play the game, "Guess Who's on the Green Back." Plan for a shopping trip to the supermarket or department store.	Real Money Books Money Makes Sense Dollars and Sense Field Trips Supermarket Department Store "Pay the Cashier" "Educational Toy Money"

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a lunch menu showing the cost of each item listed from two different restaurants, the student will make a cost comparison of two lunches.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading ability 2. Mechanical comprehension 3. Visualization 4. Numerical ability 5. Ability to follow written and oral instructions	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES ENGLISH HOME ECONOMICS	DISUCSSION Instruct students toward the reading and usage of the menu. Collect sample menus from different restaurants, cafeterias, etc., and have students compare prices. Make a vocabulary listing of foods unfamiliar to the student. Discuss procedure for ordering foods from menus. Have student compute prices of selected menus and make comparisons showing price differences and possible savings.	Menus Chart tablets

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given twenty multiplication problems with a three-digit factor and a two-digit factor, the student will solve each.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written instructions 2. Visualization 3. Numerical ability 4. Reasoning ability 5. Perceptual speed and accuracy 6. Manual dexterity 7. Group-peer relations	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES	Instruct student toward mastering combinations to 9 x 9. Give examples without carrying, limited to one-digit multipliers and two-digit multiplicands. Make use of exercises in workbooks. VISUAL AIDS Multiplication combinations (flash cards) Work with games	Flash cards Multo-arithmetic Game Book "My Workbook in Arithmetic"

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given twenty division problems with one digit divisors and two digit dividends, the student will solve each problem.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written instructions 2. Visualization 3. Numerical ability 4. Reasoning ability 5. Perceptual speed and accuracy 6. Manual dexterity 7. Peer-group relations	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES	DISCUSSION Provide examples having one digit divisor and two digit dividends, no carrying. Provide examples with remainders. Provide examples involving carrying, limited to one digit divisor and three digit quotients with and without remainders. Zeros in two and three digit quotients with and without remainders. All work done by long division form. Zeros in dividends. Examples with and without remainders. Three digit divisors. Short division. Check. VISUAL AIDS Division Flash Cards Charts indicating division combinations	Flash cards Chart tablets Books "My Workbook in Arithmetic", Part II "Exercise in Long Division"

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of twenty simple fractions in addition and subtraction, the student will solve each problem.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written instructions 2. Visualization 3. Numerical ability 4. Reasoning ability 5. Perceptual speed and accuracy 6. Manual dexterity 7. Peer-group relations	MATHEMATICS RELATED AREAS SOCIAL STUDIES VOCATIONAL ORIENTATION	DISCUSSION Instruct student toward working with simple fractions in both addition and subtraction. Commence with problems that do not require finding the least common denominator. Move to the ones involving the operations of finding the least common denominator. Gradually move to reducing fractions. Show and emphasize use of fractional parts in telling time. ACTIVITIES Draw circles and divide these circles into fractions. Use the flannel board with the fractional parts and have students demonstrate whole and fractional parts.	Book My Fraction Book Flannel Board and fraction parts "Fractions are as Easy as Pie" Fraction Dice "Introduction to Fractions" Matrix chart Fractional flash cards

10. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of ten line segments and a foot ruler, the student will measure the length of each line segment.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Mechanical Comprehension	MATHEMATICS	Instruct student in the use and reading of the foot ruler.	Foot rulers Demonstration ruler
2. Visualization	RELATED AREAS	Practice drawing lines using the foot ruler.	Cardboard ruler
3. Ability to follow oral and written instructions	SOCIAL STUDIES VOCATIONAL ORIENTATION	Have student measure line segments (these may be line segments taken from concrete objects located in or out of the classroom).	Construction paper
4. Oral Communication		VISUAL AIDS Charts Demonstration ruler	
		ACTIVITIES Take field trip around campus, identify line segments and have student measure them.	

10. **GENERAL OBJECTIVE:** THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given ten concrete objects, the student will measure the objects and express them in three categories: feet, yards, and inches.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Mechanical Comprehension 2. Visualization 3. Ability to follow oral and written instructions 4. Oral communication	MATHEMATICS RELATED AREAS SOCIAL STUDIES VOCATIONAL ORIENTATION	Instruct student in the use of the following measurements: inches, feet, yards, miles. Teach student to read the foot ruler and yardstick. VISUAL AIDS Provide models representative of each unit of measurement allowing student to use and see whenever necessary. Construct charts. Use demonstration ruler. ACTIVITIES Have student measure objects in his environment, utilizing at least two of the measurement units discussed. Let this be done as a group activity. Take field trips around campus and let students select and measure objects of their choice.	Yardsticks Rulers Demonstration ruler Cardboard ruler One Square Yard (by Ideal) Overhead projector Opaque projector

10. **GENERAL OBJECTIVE:** THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a prepared sheet of ten geometric shapes, the student will circle and write the names for the geometric shapes depicting the square, triangle, rectangle, and circle.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Mechanical comprehension 3. Perceptual speed and accuracy 4. Manual dexterity 5. Eye-hand coordination 6. Peer relationship	MATHEMATICS	Expose student to forms by presenting models of each form to be discussed with the student. Make sure models are large; allowing for student to feel as well as see the difference in each model. VISUAL AIDS Make extensive use of diagrams, charts, pictures, models of geometric shapes, slides of geometric shapes, films, filmstrips and overhead transparencies. ACTIVITIES Have students make models using construction paper or wood (wood is more durable). Have students bring in objects or pictures representing the basic shapes (square, circle, triangle, rectangle). Make frequent use of games requiring matching shapes. A game of this nature can be made by the teacher or student i.e., "Shape Bingo." Collect pieces of old wood. Have them cut the wood into squares, triangles, rectangles and circles. Take sheets of styrofoam (as many as desired) and cut out grooves in which the wood forms can fit. Pattern styrofoam after the "bingo card" making sure the wood shapes fit correctly into the styrofoam. The game follows the same rules as regular bingo. Using the styrofoam and matching shapes, a variety of games can be played allowing student to match shapes, either by color or size. (Game recommended for developing eye-hand coordination. Work in small groups.) Same game may also be constructed with heavy paper.	Transparencies circle square triangle rectangle Overhead projector Model representing forms (student-teacher made or commercial) "Geometric Figures and Solids" (by Milton Bradley) Flannel Board Flannel Geometric Shapes Wood Styrofoam Construction paper

10.

GENERAL OBJECTIVE: THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Shown pint, quart, and gallon containers, the student will name each.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Ability to follow written and oral instructions 3. Mechanical comprehension 4. Oral communication	MATHEMATICS RELATED AREAS VOCATIONAL ORIENTATION SOCIAL STUDIES	DISCUSSION Instruct student in the use of liquid and dry measure: pint, quart, half-pint, gallon, half-gallon, cup, teaspoon, tablespoon. VISUAL AIDS Make use of charts and diagrams showing the units of measurement for each of these. Use models showing the measurement units. Filmstrips or films on measurement. ACTIVITIES Have student bring in commercial items to represent each measurement unit. Give student an observation period in which the differences in the cup, pint, quart, and gallon can be found. This can be done by having student pour from one item to the next (i.e. 2 pints of water to fill the quart container, etc.). Demonstrate how shapes of containers affect or mislead individuals. Use different shape bottles of the same content but put out by different companies. One good example would be household bleach. Have students bake a cake or cookies to utilize their knowledge of units of measuring liquid and dry materials.	Ideal Products Dry measure Liquid measure Measuring cup Measuring spoons Jars or containers representing each unit of measurement, like baby bottle. Overhead projector Filmstrip Films

10. **GENERAL OBJECTIVE:** THE STUDENT EXHIBITS A KNOWLEDGE OF FUNCTIONAL MATHEMATICS.

BEHAVIORAL OBJECTIVE: Given a balanced scale, the student will read the weights of five given objects in ounces and pounds.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Mechanical comprehension 2. Visualization 3. Ability to follow oral and written instructions	MATHEMATICS RELATED AREAS SCIENCE VOCATIONAL ORIENTATION SOCIAL STUDIES ENGLISH	DISCUSSION Instruct student in the use of the balance scale and any other available scale. Teach student to abbreviate terms of measurement. Discuss items that can be measured according to pounds, half-pounds, ounce, etc. Read grocery advertisements, have students select items to buy involving pounds and ounces, and have them compute unit price of each item they list.	Balanced Scale Chart showing measurable parts in ounces and pounds. Grocery bills or advertisement.

11. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF PEOPLE AND AGENCIES AVAILABLE FOR HIS WELL-BEING.

BEHAVIORAL OBJECTIVE: Given a list of twenty services rendered by governmental agencies connected to the school and a list of twenty agencies corresponding to the services listed, the student matches at least fifteen of the services with the corresponding agency.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Comprehension 2. Reading ability 3. Inter-personal relationships	SOCIAL STUDIES RELATED AREAS VOCATIONAL ORIENTATION	Invite the school's guidance counselor and vocational rehabilitation counselor to discuss the related governmental agencies. Arrange for a visit to the Rehabilitation Center and other available centers in the community. Show films of governmental agencies in other school districts. Provide pamphlets and pictures demonstrating agency services available in the schools.	Field Trips Pamphlets

11. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF PEOPLE AND AGENCIES AVAILABLE FOR HIS WELL-BEING.

BEHAVIORAL OBJECTIVE: Given a list of agencies located within the city pertinent to the students well-being (Social Security Office, Employment Office), the student will locate each of the agencies on a city map.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Knowledge of community 2. Map reading 3. Directionality	SOCIAL STUDIES	The teacher and students compile a list of services available to the student in his community. Discuss each agency regarding the services offered and the location of the office. Visit the Chamber of Commerce for more detailed information regarding available services. Refer to city maps for locations. Visit some of the agencies.	Field Trips Poster Boards Charts Pamphlets

AGENCIES AND LOCATION

11. GENERAL OBJECTIVE: THE STUDENT SHOULD DEMONSTRATE AN AWARENESS OF PEOPLE AND AGENCIES AVAILABLE FOR HIS WELL-BEING.

BEHAVIORAL OBJECTIVE: Given a train, bus, and/or airplane schedule showing cities as well as arrival and departure times, the student will read, identify, and name the city, and write the time of arrival and departure from one city to another of five cities called orally by the teacher.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Mechanical comprehension 3. Ability to follow oral instructions 4. Reading ability	SOCIAL STUDIES RELATED AREAS VOCATIONAL ORIENTATION	The teacher and students review schedules: train, bus, airplane. With the use of the opaque projector, the teacher reads the schedules. Use a map to plot the location of bus stops, terminals, and taxi stations. Use the opaque projector to instruct students in using the yellow pages to locate telephone numbers and addresses of transportational facilities. Make a listing of available taxi services in the community. Arrange field trips to: Airport Terminal Bus Terminal Train Terminal Have the student collect pictures of available means of transportation in his immediate environment.	Schedules Bus Train Airplane City Maps Telephone Directory Pictures of available transportation in community Enlarged schedules Opaque Projector

1. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE A FUNCTIONAL USE OF THE MEANS OF COMMUNICATION

BEHAVIORAL OBJECTIVE: Given a list of 5 principle means of long distance communication* and a list of resources in which the history, structure, and means of operating for each is located, the student will compile a short report on at least 2, citing the history, means of operation, and functional use in today's world.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral language 2. Visual perception 3. Auditory perception 4. Memory 5. Written language	SCIENCE 1. Radio waves 2. Electricity 3. Wire transmission 4. Broadcasting visual stimuli ENGLISH 1. Oral communication 2. Writing 3. Research procedures 4. Viewing for information SOCIAL STUDIES 1. Impact of wireless radio on growth of America. 2. Impact of telegraph on westward expansion 3. Commercial uses of television in growth of business	Films on the development of these forms of communication Presentation of the history of the forms of transmitting information and ideas. Power sources for these communicative means. Class discussion of the role these media play in our every day lives. Pamphlets on the history of the means of communications to be given to each student. Discussion of the impact on the growth of the U.S. of these means of communication	Films listed in the county catalogues "Alexander G. Bell" American T. and T. 195 Broadway, N.Y., N.Y. "You and Your Telephone" Southern New Eng. Tele. Co., Public Relations Dept., Church Street, New Haven, Conn. "The Zenith Story", Zenith Radio Corp. Public Relations Dept., 6001 W. Dickens Ave. Chicago, Ill. Materials available from Southern Bell Telephone including the teletrainer.

* To be included in the given:
1. Telephone
2. Television
3. Telegraph
4. Teletype
5. Radio

1. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE A FUNCTIONAL KNOWLEDGE OF THE MEANS OF COMMUNICATION

BEHAVIORAL OBJECTIVE: Given a list of 8 forms* of written communication, and a corresponding list describing the purpose of each form, which will be presented in ramdom order, the student will correctly match at least 5.

TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening 2. Writing 3. Reading 4. Perceptual ability 5. Memory 6. Nonverbal reasoning 7. Verbalization 8. Judgement * To be included in the BEHAVIORAL OBJECTIVE: 1. Letter 2. Post card 3. Telegraph 4. Newspaper 5. Magazines 6. Pamphlets 7. Books 8. Bulletins	ENGLISH 1. Writing 2. Typing 3. Written expressions 4. Letter forms 5. Vocabulary 6. Spelling 7. Reading perception 8. Usage SOCIAL STUDIES 1. Job-seeking, involving written communication 2. Functioning of the postal service 3. Publishing 4. Transportation of communications 5. History of the written word and its impact on the development of man 6. Importance of the right of free expression of ideas	By the use of films and filmstrips, the teacher should present the history of the various forms of communication. These should open the door for further investigation by the class. Each student should be made responsible for a presentation on how the various means affect his own life and the life of those around him. Typing should be available as an elective course for each student. There should be at least one typewriter available in the classroom for the student's use. Select events in history that might have changed if mass means of communication, such as the newspaper and telegraph,had been already invented. i.e. Hannibal over the Alps. Review the various forms of letter writing both social and business. Allow the students to write at least one of each type showing the correct form. Discuss the impact of the newspaper and long distance telegraph on the development of America. Review the forms of written expression, essay, poem short story, novel, etc... Present a chart showing the routing of a letter. Discuss the importance of the postal service and the functioning of the department. Discussion of the right of FREE SPEECH and its relation to expression of ideas. Invite speakers from newspapers, magazines, and telegraph company.	Films as listed in the county catalogues "How Paper Comes From Trees" Southern Pulpwood Conservation Association, 900 Peachtree Street, Atlanta, Ga. List of historical events taken from any world history text which would have been changed with better communication. "Bill of Right," U.S. Constitution Chart showing the various forms of letter writing. Telegraph forms. Guest speakers. Flow chart of the postal system routing of a letter

1. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE A FUNCTIONAL USE OF THE MEANS OF COMMUNICATION

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: Given a list of potential work positions and the names of the people to contact for an appointment, the student will obtain an appointment and write a letter giving a resume of his experience and qualifications

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Written expressions 2. Typing 3. Handwriting 4. Perception 5. Judgement 6. Memory 7. Oral communication 8. Verbalization	ENGLISH 1. Business letter 2. Speech patterns 3. Vocabulary 4. Word usage 5. Listening 6. Taking information over the telephone SOCIAL STUDIES 1. Social and business responsibilities 2. Importance of seeking and obtaining work OCCUPATIONAL ED. 1. Job seeking 2. Applications and interviews 3. Punctuality 4. Honesty in stating ability and experience.	Review the various forms of business letters. Discuss the points to be included in a resume'sent to a prospective employer: name, age, schooling, work experiences,abilities, desire for work, and references. Have students construct a resume'(leaving off their name) and then the teacher should exchange the papers and see if the students can identify the student who wrote the resume. Role-play an interview based on a previously received resume. Discuss the importance of the resume'and the interview. Review the procedure for seeking an appointment for an interview. Discuss appearance and punctuality as related to job interviews. Present the list of work positions and names of people to contact; contact the person and write the resume'.	Chart showing each point of the resume' and an example of each point. Charts of the various forms of letter writing. Role-playing situations involving the interview and the resume'

2. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMPLETE ESSENTIAL FORMS AND APPLICATIONS NECESSARY TO OUR DATA-ORIENTATED SOCIETY.

BEHAVIORAL OBJECTIVE: Given a list of conditions determining personal income, number of dependents, and domicile and given an instruction book for federal income tax covering form-selection, the student will determine the appropriate tax form to use for the stated conditions.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Vocabulary 2. Task completion 3. Oral communication 4. Written communication 5. Judgement	ENGLISH SOCIAL STUDIES VOCATIONAL RELATED AREAS	Develop vocabulary lists for terms relating to the completion of the tax forms and the selection of the proper forms to use. Discussion of conditions which determine form selection and location of key conditions in the instruction booklet. Student is given a series of hypothetical situations which necessitate the use of different forms.	Federal and State income tax instruction booklets. Tax forms for filing federal income tax.

2. **GENERAL OBJECTIVE:** THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMPLETE ESSENTIAL FORMS AND APPLICATIONS NECESSARY TO OUR DATA ORIENTATED SOCIETY.

BEHAVIORAL OBJECTIVE: Given federal and state income tax short forms and an instruction book for each, the student will legibly place all pertinent information in the appropriate spaces and address envelopes to the closest Internal Revenue office as stated in the instruction books.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral communication 2. Information gathering 3. Written communications 4. Numerical ability	ENGLISH SOCIAL STUDIES	Discussion of the short forms used for filing income tax and the personal data required to complete the forms. Students locate with teachers help the important directions in the instruction book necessary for completion of the short form. Teacher prepared work sheets stating income, dependents, and domicile for which the student will calculate the income tax. Students practice completion of short forms using the instruction booklet and practice calculation sheets.	Federal and State instruction books and short form for each.

3. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE FUNCTIONAL ARITHMETIC SKILLS NECESSARY TO PRACTICAL LIVING IN OUR SOCIETY.

BEHAVIORAL OBJECTIVE: Given a statement covering pay rates for straight time overtime, and shift work and given a set of conditions covering these, the number of hours worked, and deductions made, the student will calculate his gross pay and take-home pay.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Arithmetic skills 2. Oral communication 3. Written communication 4. Group dynamics 5. Numerical ability 6. Judgement	ARITHMETIC ENGLISH SOCIAL STUDIES	The teacher and student discuss the meaning of straight time, overtime and deductions. Present each student with a sample of a pay check listing gross pay, insurance, etc., and explain the operation of each of the parts. Divide the students into groups of 4 (attempt to balance the individuals), present each group with a statement containing actual number of hours worked,(40) how many are overtime (20) and give each group a specific (number) of deductions and have the students calculate the gross pay and take-home pay. Make sure you have answer sheets for each statement which the group can use in checking.	

3. GENERAL OBJECTIVE: THE STUDENT WILL DEMONSTRATE FUNCTIONAL ARITHMETIC SKILLS NECESSARY TO PRACTICAL LIVING IN OUR SOCIETY.

BEHAVIORAL OBJECTIVE: Given a premium notice containing a statement of weekly, monthly, semi-annual and annual premiums for a stated amount of insurance, the student will calculate the total yearly cost for each method of payment and determine which method best enables him to reduce his total insurance cost.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Arithmetic reasoning 2.Oral communication 3.Written communication 4.Judgement 5.Vocabulary 6.Adaptability	ARITHMETIC SOCIAL STUDIES ENGLISH	Discussion of different methods used for payment of life insurance. Develop vocabulary lists with definitions of terms involving payment of premiums. Develop charts showing the cost of a policy when paid for by different methods and time periods, such as weekly vs annually. Individual worksheets involving the calculation of policy costs for different premium payments. Calculate late charges for overdue payments.	Copies of insurance policies. Teacher-prepared worksheets.

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES OF SEEKING AND HOLDING A JOB.

BEHAVIORAL OBJECTIVE: Given a list of on-campus work positions, the name of the person to contact for an interview, and an application blank*, the student will select a job and apply for it by filling out the application blank completely and going for an interview.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual accuracy 2. Reading comprehension 3. Oral and written communication 4. Verbal ability 5. Judgement 6. Mechanical skills needed for the job area * Included in the given application blank should be: 1. Name of student 2. Student's age 3. Class teacher's name 4. Home room number 5. Position applying for 6. Previous experience 7. Periods available for work 8. References, if available, from others in the school for whom the student worked	OCCUPATIONAL EDUCATION 1. Mechanical competencies 2. Motor coordination 3. Worker responsibilities ENGLISH 1. Reading for information 2. Reading for directions or comprehension 3. Oral and written communication 4. Vocabulary 5. Application blanks 6. Interviews SOCIAL STUDIES 1. Self-confidence 2. Interpersonal relationships 3. Community responsibilities for creating work.	The teacher should construct a listing of available work positions around the school and contact those people involved to establish the criteria for obtaining the job. The students should have an opportunity to fill out application blanks prior to actual application for a job. Use transparencies to show how to fill in the blanks. Students list what they think are important points of the responsibility of workers of the job. This is the basis of class discussion. Formulate or use standard contract forms used in a variety of jobs. Discuss importance of contracts and their value to both employer and employee. Discussion of community responsibility toward itself and people within it to establish and maintain work positions for its citizens. Role-playing situations in which the students portray the interviewer and interviewee. Stress should be placed on proper posture and appearance during the interview.	List of work positions Application forms Contract forms Overhead projector and transparencies of application forms Transparencies showing the stabilization of communities by their providing work, services, and aid to citizens. Role-playing situations based on interviews and students reaction to applying for a work position.

4. **GENERAL OBJECTIVE:** THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES FOR SEEKING AND HOLDING A JOB.

BEHAVIORAL OBJECTIVE: Given a local daily newspaper and assigned to find the listing of available work positions, which from their description are possibily on his interest and /or ability level, the student will turn to HELP WANTED section and circle at least two such job description.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Perceptual speed and accuracy 2.Reading for information 3.Written communication 4.Vocabulary of want ads 5.Self-confidence 6.Emotional security 7.Judgement	ENGLISH 1.Reading to gather information 2.Vocabulary 3.Tables of contents 4.Listening 5.Perceptual judgement SOCIAL STUDIES 1. Local geography 2.Employment agencies 3.Vocational descriptions.	Using the daily paper for reading lessons and other subject areas should familiarize the student with the services the paper offers and how to locate information within the paper. Discussion of the vocabulary used in the placement of want ads. Teacher presents some want ad descriptions and the students determine what the job would entail. i.e. short order cook. Students write a job wanted ad listing what they want, their capabilities etc., as shown in paper. Students are given a description of a character and then try to find a job suitable for him. These characters may be taken from literature or from recent newspapers, i.e. Who can find a suitable job for Scrooge? Present students with Occupational Guidance series which lists occupations and their descriptions. Present BEHAVIORAL OBJECTIVE task.	Daily newspapers. These are often available free to schools the day after publication. Occupational Guidance Series by the Finney Co. obtainable from Vocational Rehabilitation Department. List of characters familiar to the students. Taken from literature, news story or comic section.

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES FOR SEEKING AND HOLDING A JOB.

BEHAVIORAL OBJECTIVE: Given a list of 20 agencies both private and public, 15 of which can offer the service of job training and/or job placement, and asked to identify such agencies and indicate the service they render, the student will select at least 10 agencies.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening 2. Reading 3. Oral communication 4. Written communication 5. Memory	ENGLISH 1.Reading for information 2.Writing 3.Vocabulary 4.Listing 5.Oral communication SOCIAL STUDIES a.Community services b. Governmental agencies and services c. Role of private agencies OCCUPATIONAL EDUCATION 1. Occupational requirements	Discussion of the variety of occupational areas and job descriptions. Teacher presents a list of agencies both private and public which are designed to offer job training and/or placement. Each agency is taken separately, with the student possibly calling one to determine the service rendered. Have the students locate the agency or service in the telephone directory. Have the students list in their notebooks all the agencies they discuss in class. Present the "given" of the BEHAVIORAL OBJECTIVE.	"Occupational Guidance Series" by the Finney Co. Telephone Directory

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES OF SEEKING AND HOLDING A JOB.

BEHAVIORAL OBJECTIVE: Given a list of 20 vocational situations, 10 of which denote negative performances by the worker, and told to select those situations which would probably result in the worker's being fired or docked a portion of his salary, the student will identify all of the negative situations.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Perceptual speed and accuracy 2.Reading 3.Judgement 4.Oral communication 5.Written communication 6.Numerical skills		Teacher presents a chart form on which the student will develop a list of the worker performance characteristics that are to be considered for further discussion. WORKER CHARACTERISTICS POSITIVE NEGATIVE 1. 1. 2. 2. Class discussion on the expectations of employers in regard to work out-put, effort, adherence to rules etc. Role playing involving employer reactions to negative characteristics as listed on the class chart. The student portraying the boss should react as he things the real employer would. The workers react as real workers would. Students calculate the money lost by determining hourly wages and time docked for their negative actions. Discuss the applications of time cards and time clocks to payrolling. The teacher should present problems which will make the student work on time problems in relation to their work schedule.	Time clock if available Chart of characteristics on transparencies Overhead projector Pictures from magazines, newspapers etc. which show poor worker traits i.e.man sneaking into the office late.

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES OF SEEKING AND HOLDING A JOB.

BEHAVIORAL OBJECTIVE: Given a descriptive listing of 10 occupations including the tools, materials, and supplies the employee must provide for the performance of the work, the student will obtain information regarding costs and will estimate the yearly operating expense for at least 5 occupations.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading 2. Perception 3. Writing skills 4. Listening skills 5. Numerical skills 6. Vocabulary	ENGLISH 1. Reading for information 2. Reading for specific facts 3. Writing 4. Listening 5. List construction. OCCUPATIONAL EDUCATION 1. Job descriptions 2.Mechanical knowledge involved in various occupations 3.Materials involved in variety of occupations	The teacher should present a descriptive listing of a great variety of jobs. The class and teacher can then identify those items which seem to appear in many occupations, i.e. uniforms, tools etc. Construct charts for those occupations indicated by the student's interest areas. Student reports on actual work situations by going out and interviewing workers in a variety of fields. Films and filmstrips on a variety of occupations showing the requirement of each job. Computational problems to develop skills in estimating cost.	Films and filmstrips from the county library. Occupational Guidance Series Finney Co., available from Vocational Rehabilitation Department.

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES OF SEEKING AND HOLDING A JOB.

TERMINAL BEHAVIOR: Given an application form required for a job or a service, and instructed to render all the information solicited which is pertinent and relevant to the form and the job or service in a legible and accurate manner, the student demonstrated the use of the form by completing the form with the information requested.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Motivation 2. Reading 3. Numerical ability 4. Spelling 5. Verbal ability 6. Writing 7. Judgement 8. Memory	ENGLISH 1. Reading for directions 2. Reading ofr communication 3.Writing for communication 4.Vocabulary 5.Spelling 6.Oral communication 7. Listening for directions SOCIAL STUDIES 1. Agencies which require application for service 2. Reason for application forms	Using a prepared set of transparencies and the over-head projector, the teacher should introduce the basic information found on all applications. Using a specific application form, such as social security, each student will complete the form as the teacher works out one on the projector. Develop a vocabulary of terms found on a variety of application forms. The teacher can obtain these forms from the different agencies, stores, departments etc. that require applications. Since application may also involve an interview, this area should be touched at this point. Let the students review the proper procedures and practices when being interviewed. Presentation of a list of governmental agencies and services which require an application blank. Since we live in a data-conscience world, this may include all agencies and services. The teacher should select those she feels the student will come in contact with the most. Have the student prepare application forms for a job they have in mind and then exchange them with other students.	Prepared series of transparencies made by the teacher. Overhead projector Application blanks from local businesses and agencies Applications for licenses i.e.hunting, fishing, driving, etc. Prepared list of governmental agencies or services

4. GENERAL OBJECTIVE: THE STUDENT WILL EXHIBIT A FUNCTIONAL KNOWLEDGE OF THE TECHNIQUES OF SEEKING AND HOLDING A JOB.

TERMINAL BEHAVIOR: Given a list of available part-time or full-time summer jobs, and a description of each, the student will apply for a position and if he gets it, maintain the position for at least 3 months or the duration of the summer.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Work skills 2. Emotional stability 3. Self-confidence 4. Writing skills 5. Listening skills 6. Adaptability 7. Nonverbal reasoning 8. Cooperation	OCCUPATIONAL EDUCATION 1. Mechanical Dexterity 2. Motivation 3. Job responsibilities 4. Division of labor ENGLISH 1. Oral communication 2. Written communication 3. Perceptual judgement 4. Applications 5. Interviews SOCIAL STUDIES 1. Values of work 2. Economics 3. Attitudes on the job.	Present a list of available positions and discuss the work that will be involved in each situation. Discuss the economic advantages of being able to hold a job. Discuss here also the social implications of being able to hold a job. Present situations in which a job must be divided and allow the students to decide the division of labor. Let them know that this may not be possible once they are out working in the real world. Review the steps in obtaining a job: seeking, applying, interviewing, holding the job. Review the filling-out of applications and the information most frequently asked for in these forms.	List of jobs available

5. **GENERAL OBJECTIVE:** THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

BEHAVIORAL OBJECTIVE: Given 20 pictures of groups of people, 15 of which depict a group cooperative effort toward a goal, the student will identify at least 12 of the pictures depicting cooperation.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visualization 2. Nonverbal conceptual ability 3. Judgement 4. Oral language 5. Written language	ENGLISH 1. Perception 2. Oral language a. vocabulary b. completeness of thought 3. Written language (same as oral) SOCIAL STUDIES 1. Cooperation 2.Self-confidence 3.Vocational orientation 4.Implications of cooperative effort in American History RELATED AREAS 1. Science 2. On campus work 3.Industrial arts 4.Home economics	Teacher presents small groups of students with several pictures involving cooperative effort. This is the basis for the group's discussion. Points to be discussed should include: value of cooperation, importance of the individual within the group, responsibilities of each group member, sharing the rewards and criticisms of the effort. The students should be asked to prepare a series of vocationally-oriented pictures involving cooperative effort. These pictures should be related to the jobs the students have on or off campus but not exclusively. The pictures may also reflect the avocational interests of the students. The showing of a series of vocational filmstrips. The student will identify cooperative efforts. Discussion regarding the cooperative efforts required to establish our country and to maintain the system we live under.	Teacher-constructed set of pictures from magazines. Trade magazines offer a good source for the pictures Popular magazines from which the students can remove pictures Series of vocational filmstrips from the county library of Department of Vocational Rehabilitation.

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS,

BEHAVIORAL OBJECTIVE: Given a list of descriptive situations in American History, both past and present, which reflect the effort and value of group cooperation, the student will explain, either orally or in written form, the necessity for a cooperative effort in each situation.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading for information 2. Listening for information 3. Conceptual ability 4. Oral communication 5. Written communication	SOCIAL STUDIES 1. History 2. Government 3. Economics 4. Membership responsibilites 5. Cooperative effort ENGLISH 1. Writing complete sentences 2. Speaking in complete sentences 3.Reading for information 4. Research methods.	Teacher presents the list to the students for reading and discussion. A class discussion of the governmental set-up we have today and how it reflects the cooperative effort of the three branches of the Federal government and its responsibilites to the people of the country. Teacher constructs a chart showing how the capitalistic system of business works in its simplest form. Indicated here should be the ultimate cooperation of business and labor to produce a product at lower cost, higher quality, and greater availability. Presentation of the responsibilities of citizenship/or group membership. Review of basic format of writing complete sentences and methods of research.	Teacher constructed list of historical situations. Chart showing the distribution of power in government. Chart showing the flow of capital in our economic system Films or filmstrips available from the county library of private source showing historical development through group effort.

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

BEHAVIORAL OBJECTIVE: Given a descriptive listing of 10 personality traits wihich are essential to vocational adequacy group rapport, a check list which lists these traits, and instructed to indicate by checking the appropriate response as good, fair, or poor, the student will complete the self-evaluation check sheet.*

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed accuracy 2. Responsiblility 3. Motivation 4. Adaptability 5. Reaction to peers and superiors 6. Reasoning ability 7. Self-image *Included should be these traits: 1. Self-confidence 2. Persistence 3. Adaptability 4. Impulsivness 5. Rigidity 6. Reaction to peers 7. Reaction to superiors 8. Motivation 9. Interpersonal relations 10. Emotional stability	SOCIAL STUDIES 1. Cooperative effort 2. Job responsibility 3. Worker-worker and worker-employer relationships 4. Character development ENGLISH 1. Reading for information 2. Reading for direction 3. Oral communication	Teacher presents a listing of personality traits basic to all situations and the students enlarge on it through discussion. Presentation of filmstrips on a variety of vocational positions, to stimulate a discussion of worker rapport. Role-playing situations developed from discussion of work situations with students taking the positions of new member of a group. Placement of the student in actual on-campus work situations with advisor assessing individual behavior.	Teacher-student list of personality traits. Films and filmstrips from county library.

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

BEHAVIORAL OBJECTIVE: Given 5 problems or work tasks, of which 3 are rated beyond his immediate knowledge level, and told to ask the teacher for help if any is needed, the student will seek aid from the teacher on at least 2 of the 3 problems.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed and accuracy 2. Nonverbal reasoning 3, Judgement 4. Verbal ability 5. Reaction to superiors 6. Self-confidence	ENGLISH 1. Reading for: a. information b. directions 2. Information gathering techniques 3. Oral language a. vocabulary b. spelling c. complete sentence SOCIAL STUDIES 1. Responsibilities of: a. teacher b. advisor c. employer d. student e. worker RELATED AREAS OF USE 1. Science 2. Arithmetic 3. Occupational Education 4. Home Economics	Within the scope of all the basic academic areas the teacher should provide some tasks that are slightly above the student's present level. This should be done without giving the necessary information that would allow completion of the task. After a few moments to allow the student to think about the problem, the teacher should volunteer the information or instruction which will insure the successful completion of the task. At this time the teacher must also advise the student that in the future help will be given only upon request. The teacher should provide several work tasks which need only a little instruction to allow for their completion, such as puzzle solutions and construction clues. Class discussion on the variety of source materials available in the room and in the library will aid the students in finding solutions to many problems. Resource people should also be introduced to acquaint the student with people he can turn to for advice.	The materials for this objective are simply the materials which the teacher is using in the room. By using some of these materials on a higher level, the teacher can provide the materials needed. Use any games that are on the interest level of the student, without first giving directions. Present games which develop skills for worthy use of leisure time, i.e. Monopoly, Eye Guess, Concentration.

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

BEHAVIORAL OBJECTIVE: Given an assignment and told that it is impossible to complete without assistance, the student will select a co-worker and complete the assignment.
TERMINAL BEHAVIOR:

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Motivation 2. Communication 3. Perception 4. Judgement 5. Reaction to peers 6. Cooperation 7. Sharing responsibility	ENGLISH 1. Reading 2. Vocabulary 3. Word usage 4. Oral communication SOCIAL STUDIES 1. Group dynamics 2. Personal relations 3. Community responsibilities RELATED AREAS OF USE 1. Arithmetic 2. Crafts 3. Home Economics 4. Industrial Arts 5. On-campus work	Presentation of a series of posters depicting group work may be used as the basis for class discussion. Discussion of valuable work areas where group or team dynamics is essential. Adaptation of commercial games to specific skills requiring cooperation, i.e. HIP FLIP, BUMP BALL. Development of the class effort to arrive at a specific goal. Presentation of a vocabulary or terms which are pertinent to group work or team effort. Divide all necessary class work into teams, allowing each team member a chance at leadership. Application of small group activities to reinforce skills. Present problems within the confines of the classroom which require the division of labor.	Poster or pictures depicting the team or group effort. Series of problem situations developed by the teacher and class to be used in role playing. Subject area materials suitable for group or team work. Commercial games: MATCH GAME (LANGUAGE) PASSWORD (LANGUAGE) MONOPOLY (MATH) Films available from county library, special films from private companies Goals which can be used in group effort: 1. paper drives 2. charity drives 3. clean-up campaign 4. attendance record

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

BEHAVIORAL OBJECTIVE: Given a list of 20 written descriptions of events within the real world of the individual student, 15 of which require the assistance of at least one other person, and asked to select those which he feels he needs to have some other person work with him, the student will identify those situations in which he needs the assistance of others.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed and accuracy 2. Judgement 3. Ability to follow instructions 4. Adaptability 5. Stability 6. Self-confidence	ENGLISH 1. Reading for information 2. Vocabulary 3. Oral language SOCIAL STUDIES 1. Personal adequacy 2. Social responsibilities 3. Need for the establishment of meaningful relationships RELATED AREAS OF USE 1. On-campus work 2. Home Economics 3. Arithmetic 4. Science	The teacher gives the student a variety of simple tasks orally, some of which can be accomplished only with assistance. Presentation of written problems within the student's ability to solve. These should be one and two step problems, showing that at times additional help may be needed to solve a task. Provide the student the opportunity to assume a variety of tasks in school activities, such as athletic events, social events, community service, where these are available. Provide the student with on-campus work, allowing for possible errors and instruction along the way. Construct a list of on-campus jobs available to the class citing which can be handled alone and which require a team or group effort. Allow the better students to help the slower ones in group or individual activities.	List of on-campus work Science experiments taken from AAAS science kits of science text books. General arithmetic problems taken from county texts.

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO*WORKERS.

TERMINAL BEHAVIOR: Given an assignment which requires the assistance and cooperation of one or more workers with no single individual place in complete authority, the student will share the responsibilities and rewards equally with his co-workers.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed 2. Adaptability 3. Motivation 4. Reasoning ability 5. Reaction to peers	OCCUPATIONAL EDUCATION 1. Cooperation 2. Job responsibilities 3. Self-confidence in work ability 4. Developing group work rapport	The students will role-play the approximate situation. The student should be placed within the on-campus situation to determine if he is able to function under the circumstances established in the objective. Class discussion of the problems involved in the three forms of control: dictatorial, democratic, laissé-faire. Discussion on the importance of making decisions in a leaderless situation. Place the student in a real work situation.	

5. GENERAL OBJECTIVE: THE STUDENT WILL COOPERATE WITH ADVISORS AND CO-WORKERS.

TERMINAL OBJECTIVE: Place in a work situation new to him, the student will establish positive rapport with his fellow workers and employers.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed 2. Adaptability 3. Motivation 4. Reaction to peers and advisors 5. Reasoning ability	OCCUPATIONAL EDUCATION 1. Vocational orientation 2. Job responsibilities 3. Job-holding characteristics	The student will role play the individual new to a group situations. The others in the situations are instructed to establish their own ciriteria for his "joining" the group. This is not told to the new worker. It is the task of the "new guy" to determine what is expected of him. The student is placed in a sheltered job situation. One in which the employer is fully conscience of the needs of the student. This to give student time to adjust to the group first, then to the employer, instead of both at the same time.	

6. GENERAL OBJECTIVE: THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM HIS EMPLOYER AND/OR THOSE IN AUTHORITY.

BEHAVIORAL OBJECTIVE: When presented with a list of consecutively numbered directions leading to the completion of a given task, the student will perform each of the directions as presented and will successfully complete the task.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Ability to follow oral and written directions. 2. Nonverbal reasoning. 3. Visualization 4. Spatial relationships 5. Memory 6. Academic skills required for the task.	ENGLISH 1. Reading for: a.information b.direction c.comprehension 2. Written and oral communication SOCIAL STUDIES 1. Responsibility 2. Personal adjustment to work situations 3. Self-confidence OCCUPATIONAL EDUCATION 1.Work habits 2.Organization of materials	Teacher presents a list of directions and tells the students to read all the directions before beginning the task, stressing the idea that all directions should be read first. Then give the students a long list of directions, most of which are superfluous and ending with the final two directions,"DISREGARD ALL THE PREVIOUS DIRECTIONS," and "WRITE YOUR NAME IN THE UPPER LEFT HAND CORNER." Utilization of commerical games which require step-by step-implimentation in order to successfully complete the game. Give the students a construction task to perform involving a series of percise measurements which need to be done in order. The final product can come about only if each step is completed. i.e. the construction of ORIGAMI. Have the students construct a list of directions necessary to go from one place in the school to another and have the other student try to determine the exact location intended.	Games such as: Monopoly Fore Cyte Scabble Origami paper or plain white paper Possibly graph paper for the map work.

6. GENERAL OBJECTIVE: THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM EMPLOYER AND/OR THOSE IN AUTHORITY.

TERMINAL OBJECTIVE: Placed in a situation in which a substitute or interning teacher is in charge and given instructions to perform a task, sufficiently detailed to allow the student to complete the assignment, the student will perform the task without questioning the authority of the person in charge.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Adaptability 2. Oral and written communication 3. Reaction to superiors 4. Emotional stability 5. Emotional security 6. Self-confidence	ENGLISH 1. Oral communication 2.Written communication 3.Reading for direction 4.Visual perception SOCIAL STUDIES 1. Role of authority 2.Responsibility of worker and supervisor 3.Governmental establishment 4.Social pressures.	Change in teacher program to allow variety in instructional staffing or presence of interns, aides, substitutes, or student teachers. Place a student in charge of a group's work within the confines of the classroom. Role-playing situations in which each individual has the opportunity to portray the leader or advisor. Presentation of the governmental set-up in the local state and federal levels. Discussion of the presence of new leader periodically and the carrying on the business of government.	Role-playing situations as developed by the teacher/and/or students Since only the authority figure is changing, the academic materials in each class should remain the same as before.

6. GENERAL OBJECTIVE: THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM EMPLOYER AND/OR THOSE IN AUTHORITY.

TERMINAL OBJECTIVE: Asked to explain the chain of authority in his work situation, the student will name those persons directly related to his work and state their respective positions.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Memory 2. Verbal ability 3. Oral communication	ENGLISH 1.Communication 2.Oral expression SOCIAL STUDIES 1. Division of labor 2. Dicision of authority 3. Relationship of worker to those in authority 4. History	Through discussion, the teacher stresses the importance of knowing the names of the people the student is responsibility to starting with the names of school administrator and teachers from whom the student receives instruction. Memory games both commercial and teacher-constructed. Historical presentations which require the remembering of famous persons and places. Presentation of areas other than employment where name recall is important: i.e. social contacts, business contacts (outside student's job) military services. Place the student in work situations. After a period of time, ask who is the boss, etc.	List of school administrators. Games such as"Concentration" and "EYE Guess." Materials taken from academic subject areas,i.e. History books, Science books (people-discovery)

6. **GENERAL OBJECTIVE:** THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM HIS EMPLOYER AND/OR THOSE IN AUTHORITY.

BEHAVIORAL OBJECTIVE: Presented with 5 steps of a given task in random order and given the end result of these steps the student will list the steps in a sequential or developmental order.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Academic skill requested for the completion of the task. 2.Perceptual accuracy. 3. Nonverbal reasoning. 4. Visualization 5. Spatial relationships.	ENGLISH 1.Reading for information 2.Comprehension 3.Oral and written. SCIENCE 1.Application of scientific process OCCUPATIONAL EDUCATION 1. Organization of work 2. Orderliness of organization. RELATED AREAS OF USE. 1. Mathematics 2. Spelling 3. Construction 4. Industrial Arts 5. Home Economics	The teacher should present all academic work in a step-by-step fashion. Following each step would be mandatory as part of the work task. Plotting points on a graph, which, when joined, form a specific pattern or picture. Teacher and students discuss the importance of following directions as presented. Students are given simple construction tasks which must be done in a given order.i.e. wooden puzzle obtainable at trick or magic shops. Science experiments which are performable within the classroom setting, but which require step-by-step formulation for complete success.	Wooden puzzle Academic work materials will constitute a large percentage of the materials used for this objective. Graph paper

6. GENERAL OBJECTIVE: THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM HIS EMPLOYER AND/OR THOSE IN AUTHORITY.

BEHAVIORAL OBJECTIVE: When presented with a list of 15 statements of critical appraisal, told that 12 are constructive criticism, and given the criteria for constructive criticism, the student will identify at least 10.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Self-confidence 2. Emotional security 3. Emotional stability. 4. Nonverbal reasoning. 5. Reaction to peers and superiors. 6. Reading for information. 7. Adaptability ** CRITERIA TO BE INCLUDED: 1. Statement of worth of work done 2. Statement of what is wrong 3. Statement of means possible for correcting the error 4. Statement of encouragement to continue the work.	ENGLISH 1. Vocabulary 2. Oral compresion 3. Reading for direction and comprehension 4. Oral language SOCIAL STUDIES 1. Role of authority. 2. Balance of power in worker and employer relations 3. Responsibility of worker and employer 4. Balance of power in government.	Using teacher-made or cut-out pictures of scenes involving actions subject to criticism, the teacher and students review types of criticisms and critically analyze each picture. Present criteria for constructive criticism. During periods of time designated for academic work, the teacher individually approaches the students, giving critical appraisal of their work. Definite suggestions must be made at this time that will improve the work out-put. Presentation of role-playing situations, Students play roles of "boss" and workers. The "boss" must use only constructive criticisms of the worker's production. Presentation of the federal governmental structure and operations as regarding criticism of each branch and possibly the major parties system.	Academic subject materials Teacher-made posters or available pictures Role-playing situations as developed by teacher and/or students Constitution of the U.S.A. Writing to state and federal representative will render a good deal of information and materials.

7. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A WORKING KNOWLEDGE OF CONSUMER TECHNIQUES .

BEHAVIORAL OBJECTIVE: Presented with a list of 15 items from specific newspaper ads and/or catalogues, and given those newspapers and catalogues, the student will locate the items and list the corresponding stores in which they were found.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Reading for information. 2.Reading for direction. 3.Perceptual speed and accuracy 4.Written communication	ENGLISH 1. Reading for information and comprehension 2. Vocabulary of merchandising 3.Writing lists 4.Perceiving minutely detailed information SOCIAL STUDIES 1. Newspaper functions in the community 2.Community services of merchants.	The teacher should give the students a random list of merchandise and instruct them to locate these in the daily newspaper, This can be done in terms of food shopping. Establish a menu and then find the stores that have the items on sale needed for the menu. Use stamp catalogues to locate merchandise and costs. Present materials from specific catalogues and have the student locate and indicate page. Present the list of 15 items, making sure that the items are so specific that duplication is improbable. Cite store code numbers or serial numbers if necessary.	Newspapers Variety of catalogues Teacher-constructed list

6. GENERAL OBJECTIVE: THE STUDENT MUST BE ABLE TO ACCEPT CRITICISM AND/OR DIRECTION FROM EMPLOYER AND/OR THOSE IN AUTHORITY.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When confronted with a critical appraisal of his work in an on-job situation, the student accepts the criticism in a positive manner.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1.Adaptability 2.Self-concept 3.Emotionaal stability 4.Oral or written communication	OCCUPATIONAL EDUCATION 1.On-job training. 2.Responsibilities.	Placed in a situation on campus, the students takes criticisms from his teacher or the person in charge of the activity in which he is engaged. In a role-playing situation, within the confinds of his classroom, the student is subjected to criticism from his teacher and/or fellow students who have worked with him. The teacher must be careful here to mediate any non-constructive criticism, and to maintain the positive self-concept of the individual. The student is placed on the off-campus job. The employer and advisor try to adjust the criticism so as to give the student a chance to adjust.	

7. **GENERAL OBJECTIVE:** THE STUDENT EXHIBITS A WORKING KNOWLEDGE OF CONSUMER TECHNIQUES.

BEHAVIORAL OBJECTIVE: Given a list of 20 situations requiring the assistance or cooperation of a community or private consumer service or agency, and the classified telephone directory, the student will locate, for at least 15 situations, the service which is pertinent to the problems involved, citing the name of the service and the telephone number of the office to be called.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Reading 2. Visualization 3. Nonverbal reasoning 4. Judgment 5. Communication	ENGLISH 1. Reading for direction 2. Reading for information 3. Written communication 4. Vocabulary 5. Oral communication 6. Research method. SOCIAL STUDIES 1. Community services 2. Private enterprise 3. Government controls and subsidies	Review alphabetical order in locating items in source books, i.e.; dictionary, encyclopedia, and telephone directory. Prepare a directory of services located in the school or through the school system structure. Teacher passes out old copies of the telephone directory. Teacher and class review the process of locating services or names in the directory. Using the teletrainer, the students should role-play the positions of worker and person calling for assistance, each stating his case or problem. Presentation of special classified guides, i.e., newspaper, service manuels, guides from specialty groups such as contractors, repairmen, etc. Discuss the controls that the government places on business for the protection of the consumer, i.e., the new "Truth in Lending"bill, anti-trust laws, special mediators, small business loans, tax structure, etc.	Telephone directories Newspapers Teletrainer (available from the telephone company)

7. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A WORKING KNOWLEDGE OF CONSUMER TECHNIQUES

BEHAVIORAL OBJECTIVE: Given a choice of 3 similiar articles of merchandise and the criteria for comparison buying, that criteria being: cost vs. use and/or quality and/or quantity, the student will select the best value, as determined by the criteria.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Perceptual speed and accuracy 2. Numerical ability 3. Visualization 4. Spatial relationship 5. Reading 6. Judgment	ENGLISH 1. Reading for information 2. Reading of comprehension 3. Oral communication 4. Written communication 5. Perception 6. Listening for discrimination 7. Vocabulary MATHEMATICS 1. Measurements 2. Fractions 3. Dividing 4. Multiplying 5. Written problems.	The teacher either brings in samples, pictures, or descriptions of merchandise or takes the class to a store, allowing them to obtain information on a definite product. The students can also be assigned the task of calling different stores to get information on products. Taking the information obtained, the students collectively try to determine the best value. A class party or outing is a perfect set-up for comparison shopping expeditions. The students try to get the most for their money. Set up role-playing situations where the students take the role of a sales clerk and customer. The students should prepare for the roles in advance by researching a definite product. Assign the students the task of either going alone or helping with the shopping for the family's weekly groceries, seeing if he can lower the cost. Arithmetic problems involving cost per unit of items. Discussion and review of common units used in sale of food, clothing, and furnishings. Value of convenience foods in time saved for other activities as opposed to less expensive similar items which need to be prepared.	Food containers Newspaper ads Ingredients labels Measuring devices: ruler, tape measure, measuring cups, etc. Specialists in merchandising from local stores and from within the school set up, i.e. cafeteria manager.

7. GENERAL OBJECTIVE: THE STUDENT EXHIBITS A WORKING KNOWLEDGE OF CONSUMER TECHNIQUES.

BEHAVIORAL OBJECTIVE: Presented with 1. a model budget which divides a weekly income in terms of percentages into areas of: food, clothing, shelter, medical care, transportation, insurance, entertainment, savings, and miscellaneous, 2. a definite weekly income to work with, the student will develop a budget and determine the amount of money to go into each area as stated in the model, using this total income.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Numerical ability 2. Reading 3. Perceptual speed and accuracy 4. Nonverbal conceptual abilities 5. Judgement 6. Adaptability 7. Self-confidence	MATHEMATICS 1. Measurements 2. Interest rates 3. Charge accounts 4. Basic math processes ENGLISH 1. Reading for information 2. Reading for comprehension 3. Oral language 4. Vocabulary of merchandizing 5. Applying for credit 6. Billing 7. Statements of accounts. SOCIAL STUDIES 1. Agencies for consumer aide 2. Agencies for consumer protection 3. Geographical influences on budgeting 4. Satisfying basic needs 5. Societal pressures on budgeting	What is a budget? Develop charts and booklet to explain what is a budget and how they are divided. Present the model budget and discuss the various components and their percentage figures. Discuss the variety of charge accounts, interest systems, and loan agencies. Have the students role-play the position of a person looking for a loan. The teacher should play the lender. Develop a notebook dealing exclusively with buying methods. Included will be the vocabulary, types of stores, types of buying, advertisement practices, "sucker" buys, comparison shopping and sales contracts. Discuss the value of dealing with reputable stores and the value of a warrantee and guarantee. Speakers from the Better Business Bureau and Chamber of Commerce can be called on. Have student fill out credit application forms from some department store. Field trips to banks and other credit institutions. Have the students work out the budget. Speaker: representative from local department store who is responsible for creating their sales advertisements or representative from advertising department of a local newspaper.	Notebooks or folders for buying guides. Newspaper advertisements. Guest speakers as indicated. Role-playing situations Films and filmstrips from the county library and from private companies. See listing in Pepe's free and inexpensive materials, Dover Publication Inc. New York, New York, $1.35 Consumer Credit and You Channing L. Bete Co., 1967

8. GENERAL OBJECTIVE: THE STUDENT SHOULD BE ABLE TO PERFORM CONSISTENTLY AND ACCURATELY IN RELATION TO TIME JUDGMENT FOR A VARIETY OF TIME SPANS.

BEHAVIORAL OBJECTIVE:

TERMINAL BEHAVIOR: When presented with the necessity of making appointments and meeting deadlines, the student shall exhibit a consistency level which would not inhibit his employability.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Time perception 2. Record keeping 3. Oral language 4. Reaction to peers 5. Reaction to superiors. 6. Adaptability 7. Responsibility	MATHEMATICS ENGLISH SOCIAL STUDIES	Discussion on individual responsibility in meeting deadlines and keeping appointments. Structure classroom activities so that the group establishes time deadlines for various projects and penalities for those who exceed the set time deadlines. Students and teacher keep a running record of students' performance in keeping appointments (Ex: dental and medical) throughout the school year and review this record at the end of the school year. Students calculate late payment charges for utility bills, house payments, and time payments.	Samples of utility bills. Samples of medical appointment cards.

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9. GENERAL OBJECTIVE: THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given minimum wage law information, and a description of 5 working situations covered by the law, the student will select from each situation at least one point which is directly regulated by the minimum laws.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral language 2. Social living 3. Written communication	SOCIAL STUDIES ENGLISH	Introduction and discussion of minimum wage laws. Divide the students into groups and assign each group the task of describing a situation which illustrates one of the laws in the minimum wage law information. Have the students apply the minimum wage laws to their summer or after-school jobs. Have each group present its description to the class, requesting the class to determine the law involved.	Minimum Wage law regulations

10. GENERAL OBJECTIVE: THE STUDENT SHALL BE ABLE TO DEMONSTRATE POSITIVE TECHNIQUES OF SOCIAL INTERACTION.

BEHAVIORAL OBJECTIVE: When presented with a brief description of a variety of social situations and a list of apparel appropriate to these situations, the student will match the appropriate apparel to each situation.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Social living 2. Research technique 3. Value judgment 4. Social maturity 5. Anticipatory response	ENGLISH SOCIAL STUDIES	Compare a list (teacher and student) of social situations Discuss dress appropriate for each situation. Prepare group notebooks containing the social situation and a picture of appropriate apparel. Present a test as stated in the BEHAVIORAL OBJECTIVE.	

11. GENERAL OBJECTIVE: THE STUDENT SHALL DEMONSTRATE THE UTILIZATION OF ESTABLISHED AVOCATIONAL ACTIVITIES.

BEHAVIORAL OBJECTIVE: Given a list of 10 recreational activities, the student will list fees and equipment which will be incurred as a participant in at least 2 activities.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Viewing 2. Oral language 3. Written communication. 4. Numerical ability 5. Listening 6. Group dynamics 7. Social living	ENGLISH SOCIAL STUDIES	Present each student with a prepared format for listing fees and equipment as stated in the BEHAVIORAL OBJECTIVE (keeps uniformity and ease when grading) Depending on the tone of the class, you may desire to explain one sport and complete it, according to the format, as a demonstration. This objective could also be a group activity, again depending on the class (some classes do not lend themselves to group activity.)	

11. GENERAL OBJECTIVE: THE STUDENT SHALL DEMONSTRATE THE UTILIZATION OF ESTABLISHED AVOCATIONAL ACTIVITIES.

BEHAVIORAL OBJECTIVE: Given the cost of fees and equipment incurred as a participant in 10 recreational activities, the student will calculate the cost of participation in each ativity for one year. The yearly cost shall include the total cost of equipment used in the activity.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral communication. 2. Group dynamics 3. Numerical ability 4. Judgment 5. Social living	ENGLISH SOCIAL STUDIES	The instructor presents and calculates a hypothetical problem based on the BEHAVIORAL OBJECTIVE. He presents this problem on the board. The students may divide into groups and each group is presented a problem based on a recreational activity. The instructor projects each group's problem and solution on the overhead projector. Present a test as stated in the BEHAVIORAL OBJECTIVE.	Overhead Projector Catalogues form major department stores Newspapers

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given an explanation of fringe benefits commonly supplied by the employer, their dollar amount in terms of increased value of the wage paid the worker, and given a list of 10 fringe benefits, the student will define at least 8 in terms of type of benefit and estimated dollar value.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening for information. 2. Problem-solving 3. Written communication. 4. Oral communication. 5. Perception 6. Numerical ability 7. Judgment 8. Adaptability	ENGLISH 1. Vocabulary development 2. Comparing information 3. Written communication MATHEMATICS 1. Value judgment 2. Numerical relationship.	Introduction and discussion of fringe benefits defining what a fringe benefit is. Students develop lists of fringe benefits, defining each and estimating their dollar worth to the employee. Students develop comparative lists for the cost of fringe benefits to the employee, as supplied by the company and the costs if the employee had to supply the benefit through outside sources. Field trips to local industries which offer fringe benefits to their employees. Taped interviews with employees in a variety of occupations having fringe benefits. Students write job descriptions including bringe benefits, supplied by the employer.	Newspaper want ads Student tape recorded Interviews of workers WORKBOOKS You and your Occupation The Jobs you Get

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given information concerning the requirment of registering for the draft and a local phone directory the student will list all the specific legal regulations referred to in the information given, and identify the location of his local draft board by its complete mailing address and phone number.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral communicatio 2. Written communication 3. Listening 4. Judgment 5. Adaptability 6. Research techniques	SOCIAL STUDIES ENGLISH	Introductory discussion on the history of the draft. Guest speaker from the local draft board or a taped interview covering legal requirements and possible penalties for failure to register. Students develop charts covering the legal requirements. Students look up their local draft board's address and phone number. Students develop charts covering draft classifications.	Consult a local draft board for information concerning selective service regulations.

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given an explanation of Social Security and a list of five benefits, the student will give a brief description of at least three benefits and the conditions which must be met in order to receive the benefits.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Verbalization 2. Viewing 3. Judgment 4. Written communication. 5. Research techniques 6. Social living	ENGLISH MATHEMATICS SOCIAL STUDIES	Introduction and discussion of Social Security system including taxing method for employer and employee, as well as a description of the benefits. Students prepare charts listing the different Social Security benefits and the criteria under which they are paid. The instructor presents various situations, and the students identify the benefit payable, according to the Social Security criteria for benefit payment.	Joe Wheeler Finds A Job Social Security Admin. Getting Ready For Payday Series. (Workbook)

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING WORLD.

BEHAVIORAL OBJECTIVE: Given a list of 10 public and private agencies, containing 5 which offer tax-filing assistance, the student will list three agencies through which he can seek aid in filing a federal, state, or city income tax.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Information gathering 2. Oral communication 3. Written commuication 4. Adaptability 5. Numerical ability	SOCIAL STUDIES MATHEMATICS ENGLISH	Discussion of public and private agencies which offer tax filing assistance. Develop address lists of local agencies and charges for the services they give. Field trip to a local private agency which offers tax-filing assistance. Using fees scale from a private tax service, the student will figure the cost of having his income tax filed for a series of hypothetical situations.	Local telephone directory Fee scale from a private agency

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given a list of 10 insurance companies, 5 of which have a sales agent located in the community, the student will determine which companies have local agents and record the agent's name, business telephone and address.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening 2. Research technique 3. Written communication 4. Oral communication 5. Adaptability	ENGLISH SOCIAL STUDIES	Have the students locate the names and addresses of local insurance agencies through the use of the white and yellow pages of the phone directory. List agencies and the different types of insurance which can be obtained from each. Take the students on a field trip to a local insurance agency.	Local phone directory

INSURANCE AGENCIES
(2 lessons)

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Then presented with 10 descriptions of different types of insurance and given a corresponding list of names for each type, the student will match a minimum of 8 names to their appropriate description.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral communication 2. Vocabulary 3. Listening 4. Gudgment 5. Adaptability 6. Numerical ability	SOCIAL STUDIES ENGLISH	Introduce and discuss the various needs of individual has for insurance. Develop a descriptive vocabulary of terminology related to insurance. Guest speakers on life insurance and car insurance. Develop descriptions for different types of insurance, explaining what the insurance provides and what it costs.	You and Your Life Insurance Agent, Channing L. Bete Co. Going to Buy a Car? Channing L. Bete. Co.

INSURANCE AGENCIES
(2 Lessons)

10. **GENERAL OBJECTIVE:** THE STUDENT SHALL BE ABLE TO DEMONSTRATE POSITIVE TECHNIQUES OF SOCIAL INTERACTION.

BEHAVIORAL OBJECTIVE: After a presentation and discussion of drugs which can cause physical or mental harm, hallucinatory effects or addiction, and given a list of 20 drugs containing those discussed, the student will list all discussed which produce harmful and/or hallucinatory.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Written communication. 2. Oral language 3. Comparative judgment.	SOCIAL STUDIES ENGLISH	Prepare a list of twenty harmful drugs and a description of each. Present this to the student. If possible, obtain pictures of the drugs Group discussion and debates involving the pros and cons of drug use. Guest speakers or taped interviews discussing the legal, physical, and emotional aspects of drug use. Make posters depicting the dangers of drug addiction.	Palm Beach Post-Times book on drug abuse Magazine articles on drugs. Medical dictionary

10. **GENERAL OBJECTIVE:** THE STUDENT SHALL BE ABLE TO DEMONSTRATE POSITIVE TECHNIQUES OF SOCIAL INTERACTION.

BEHAVIORAL OBJECTIVE: Given discussion on the legal consequences resulting from conviction of drug abuse laws, the student will list the probable consequences with regard to vocational opportunity and military obligation. The prediction must include a statement of reduced job opportunity and possible unacceptability for military service.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Listening for a purpose 2. Written communication 3. Social awareness	ENGLISH SOCIAL STUDIES	Introduction and discussion of the legal aspects of drug abuse. Guest speaker from the sheriff's department or a taped interview covering the legal consequences of conviction on drug abuse laws. If guest speaker is used, have the students write out questions so the speaker may review them before he talks. Develop lists of limitations on vocational opportunities resulting from conviction of drug abuse laws and the effect of a conviction on a youth's military obligation, as determined by his acceptability for the draft.	Teacher references: (County Curriculum Library) Drug Abuse: Escape to Nowhere Smith Kline & French Laboratories Facts about Narcotics Palm Beach Post-Times Book on drug abuse. Medical Dictionary.

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given the five outline shapes of traffic signs used in the "Florida Driver's Examination," the student will identify, by explanation, the purpose of each sign.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Visual perception 2. Problem solving 3. Oral communication	ENGLISH SOCIAL STUDIES	Obtain from the Triple A or sheriff'a department the large posters illustrating the 5 outline shapes of traffic signs used in Florida. Ask each student to make separate drawings of these shapes, filling in the necessary word and an explanation or label at the bottom of his drawing. Ask various students to give an oral explanation of each sign. Present a test as stated in the BEHAVIORAL OBJECTIVE.	Florida Driver's Manuel Outlines of the 5 basic traffic signs.

9. **GENERAL OBJECTIVE:** THE STUDENT SHALL DEMONSTRATE THE ABILITY FOR INVOLVEMENT IN HIS EXPANDING AND CHANGING WORLD.

BEHAVIORAL OBJECTIVE: Given discussion on the "Florida Driver's Manual" and a list of 40 questions containing information which is commonly asked on the state driver's examination, the student will respond correctly on a minimum of 30 questions.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Oral communication. 2. Written communication 3. Social living 4. Problem solving 5. Adaptability 6. Judgment	ENGLISH SOCIAL STUDIES	Introduction to the need for driver education and traffic regulation. Group discussion of the driver safety manual in preparation for the driver's oral or written examination. Students view and respond in discussion after viewing driver's education films. Field trips to the various governmental agencies necessary to obtaining a license. Guest speaker on insurance covering the legal aspects as well as the various types available. Field trip to a used car lot to learn how to buy a good used car. Demonstrations on minor car repairs and the changing of a tire. Role-playing situation such as what to do if you have an accident. Students develop terminology charts with definitions of terms relating to driver education and auto insurance.	Driver's Education Films Florida Driver's Manual You and Your Car A Scriptographic Book, 1966

10. **GENERAL OBJECTIVE:** THE STUDENT SHALL BE ABLE TO DEMONSTRATE POSITIVE TECHNIQUES OF SOCIAL INTERACTION.

BEHAVIORAL OBJECTIVE: Given 15 descriptions of social and economic family situations, 10 of which illustrate the detrimental effects of alcoholism on the family structure, the student will select a minimum of 8 situations which describe the detrimental effects of alcoholism.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Group dynamics 2. Listening 3. Oral language 4. Writing 5. Judgment 6. Adaptability	ENGLISH SOCIAL STUDIES	Divide the class into groups and present each group with a description of a social or economic family situation illustrating the detrimental effects of alcoholism. Let each group develop dialogues to fit the situation described. The instructor is to correct each set of dialogue for usage and allow each group to practice before performing its skit before the class. Discussion of the detrimental effects of alcoholism on the family and listing of the possible results of continued alcoholism.	Teacher references: (County Curriculum Library) What You Should Know About Smoking and Drinking W. W. Baure M.D. A Discussion Guide For Questions About Alcohol R. G. McCarthy Consult County lists for appropriate films and film strips.

10. GENERAL OBJECTIVE: THE STUDENT SHALL BE ABLE TO DEMONSTRATE POSITIVE TECHNIQUES OF SOCIAL INTERACTION.

BEHAVIORAL OBJECTIVE: Given descriptions of the effects of alcoholic consumption on the human body in the areas of visual perception, motor coordination, speech patterns, and reasoning capability, and given 15 "on the job" situations, 10 of which involve lowered safety and production levels or negative employer response to the employee, the student, using, as a basis for decision; the descriptions of the effects of alcoholic consumption on the human body, will select a minimum of 8 situations which illustrate lowered performance or the possibility of being suspended or fired.

COMMUNICATIVE AND FUNCTIONAL SKILLS	SUBJECT AREA	SUGGESTED METHODOLOGY	MATERIALS
1. Vocational judgment. 2. Oral communication 3. Written communication	ENGLISH SOCIAL STUDIES	Introduction and discussion of the effects of alcoholic consumption on the body functions of motor coordination visual perception, speech patterns, and reasoning capability. Divide the students into four groups, each taking one body function, and assign them the task of gathering as much information as they are able, using as their source teacher-selected magazine articles, books and film strips. Let each group present its findings to the class as a whole. Then have the class develop lists of detrimental effects for each area discussed. Assign each student the development of a job situation which will illustrate lowered safety or production level or a negative response from the employer. After each student presents the situation he has developed, have the class explain the illustrated situation in terms of the impairment of body functions caused by excessive alcohol consumption.	Teacher references: (County Curriculum Library) What You Should Know About Smoking and Drinking W.W. Bauer, MD A Discussion Guide For Questions About Alcohol Facts About Alcohol R. G. McCarthy Consult County lists for appropriate films and film strips.